THE VISITING TEACHER AT WORK

JANE F. CULBERT

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THE VISITING TEACHER AT WORK

By

JANE F. CULBERT

SECRETARY, NATIONAL COMMITTEE ON VISITING TEACHERS

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NEW YORK
THE COMMONWEALTH FUND
DIVISION OF PUBLICATIONS
1930

18299

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DIVISION OF PUBLICATIONS

PUBLISHED NOVEMBER, 1929
REPRINTED APRIL, 1930

PRINTED IN THE UNITED STATES OF AMERICA

371.9
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FOREWORD

THE AIM of this book is to present in simple and practical form a discussion of the professional standards, procedure, and administrative relationships of the visiting teacher. It is now more than twenty years since visiting teacher service was introduced in the public schools; through the developing experience of these years, the visiting teacher's work on behalf of the unadjusted child, based upon the knowledge and methods both of the educator and the social worker, has become more and more clearly defined and understood. A material contribution to this increased understanding of the problems that lie in the province of the visiting teacher was made by an earlier publication prepared under the auspices of the National Committee on Visiting Teachers, *The Problem Child in School.* This book presented a group of authentic stories of visiting teacher cases by Mary B. Sayles and an explanation of the purpose and scope of the work by Howard W. Nudd.

It now seems desirable to follow up that presentation with a more definite and systematic exposition of the way in which the visiting teacher works. This interpretation is based specifically upon the experience and carefully accumulated data of visiting teachers in thirty communities specially selected for demonstrations of the work under varied economic and industrial conditions in different parts of the country, and in a great variety of school situations. These thirty demonstrations were conducted, for a period of three years each, by the National Committee on Visiting Teachers in cooperation with the local authorities, as a part of the Commonwealth Fund's program for the prevention of delinquency. The National Committee was affiliated with the

Public Education Association of New York; in planning the demonstration program and setting the standards of work, it drew largely upon the previous experience of that Association's visiting teachers in New York City. The Committee has been in a position to check, augment, try out, and modify the experience of the earlier years in New York by that of visiting teachers who have worked during the last seven years under widely varying conditions in demonstration centers throughout the country. The experience of the two groups has been further supplemented by observation of the work of visiting teachers generally, and particularly in communities to which the National Committee has given a field advisory service.

The visiting teacher is comparatively a newcomer in the professional field and the technique of her work, like that of all progressive professional groups, is constantly in process of development. Experience has proved that different situations require an adaptation of principles and method. Contributions to psychology and mental hygiene, together with changing points of view in education and social work, are constantly throwing new light upon visiting teacher service, its possibilities for accomplishment, and its principles of work. In this book, therefore, effort has been made to avoid dogmatic conclusions and any crystallization or over-standardization of what must always be a developing technique. The intention has been simply to present the main principles of procedure that have thus far been found to be workable and wise according to the judgments of successful visiting teachers in diversified situations. It is hoped that the book may be of use in helping future visiting teachers to enter upon their work with a clearer and more definite point of view, helping them to avoid the mistakes of their predecessors and inspiring them to take a constructive part in the development of a new field of professional work in the schools.

Grateful acknowledgment is made to the whole-hearted devotion of the staff of the National Committee on Visiting Teachers: first, to the visiting teachers upon whose work this book is based and who have contributed material for it; second, to the members of the central staff who have generously given much time and thought to its preparation; particularly to Howard W. Nudd, Chairman of the Committee, for invaluable help and counsel; and to Agnes E. Benedict, for aid in organizing material and for editorial assistance.

JANE F. CULBERT

October, 1929

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INTRODUCTION

SOCIAL WORK AND THE SCHOOL

VISITING TEACHER work is a comparatively recent development in school practice that has come about in response to needs recognized jointly in the fields of education and of social work. Its roots lie in both of these professions. Two movements, practically simultaneous, have converged to bring this about. One has been a new conception of the responsibilities of the social worker and the other an attempt on the part of the educator to shift emphasis from the school to the child.

In both the fields of education and social work, as those conversant with modern trends know, there has been an increased emphasis on the individual and a growing realization of his importance as such. This interest, originally little more than a manifestation of the humanitarian spirit, has been enormously stimulated by recent scientific developments in psychology and psychiatry. The individual's reactions, his particular hopes and fears, his entire mental and emotional life, are being understood today as never before. They are being viewed in their infinite complexity and variety. All these complexities must be taken into account. So long as individuals are dealt with in groups, according to false standards of uniformity, their chance for fullest development is inevitably blocked.

Social workers have increasingly realized that social construction which will prevent wreckage in individual human lives is the real goal of the profession. They have recognized that many social ills—delinquency, vocational maladjustments, industrial inefficiency, poverty, and physical

and mental breakdown—have their beginnings or take their toll in maladjusted childhood. This growing belief in prevention is inevitably focusing attention on the child and is making him the primary consideration in any humanitarian program.

For this reason, social workers, like health workers, are constantly turning to the school for aid and cooperation. They are asking, with increasing emphasis on the school as a social institution, that educators shall share with them the responsibility for a constructive reorganization of forces to prevent social failure and loss.

On the part of the school the important changes that have taken place bespeak a wide departure from the old regime. For this "new education," as contrasted with the old by John Dewey in *The School and Society*, makes the child the center of gravity. "The child becomes the sun about which the appliances of education revolve; he is the center about which they are organized." The old education is marked for its "passivity of attitude, its mechanical massing of children, its uniformity of curriculum and method. The center of gravity is outside the child. It is the teacher, the text book, anywhere and everywhere you please except in the immediate instincts and activities of the child himself."

Furthermore, progressive educators, with increasing recognition of the extent to which the child is educated by a variety of influences outside of his school, feel that the teachers must study the child in the light of his social background, his membership in his home and in his larger community. They realize that, to be effective, education must function in experience, and since the child's home and play relations provide the most vital experiences of his life, the school must coordinate its activities with those of the home. "The child can carry over what he learns in the home and utilize it in the school; and the things

learned in the school he applies at home. These are the two great things in breaking down isolation—in getting connection—to have the child come to school with all the experience he has got outside of school and to leave it with something to be used immediately in his everyday life."[1]

It is in this "getting connection" that the visiting teacher emerges as an aid to the school in helping the teachers to understand all non-school agencies and to coordinate their efforts with them. The causes of bad behavior, of truancy, or of the underlying physical and mental maladjustment, are linked up so closely with the totality of the child's experience that the school must share, along with the home and the neighborhood, the responsibility for the cause of these maladjustments. That is to say, the school cannot with complacency require that the child shall conform to its established order without first inquiring whether or not that order is suited to the needs and experience of that particular child.

The visiting teacher, who is both social worker and educator, is especially fitted to make this inquiry and similar inquiries at home and in the neighborhood; and upon her findings to base suggestions concerning beneficial changes in the established order of a particular child's life, in school and out.

Her integral connection with the school facilitates her approach to the two groups of adults who have most influence on the child—parents and teachers. At the same time her double viewpoint allows her to see the child as a product of both home and school, and as the victim when these two institutions are not unified in purpose. She sees the child as the puzzled individual quite as truly as the puzzling problem, as the baffled child quite as much as the failing pupil. She sees the school as an organization with

[1] John Dewey, *The School and Society*. (Chicago: University of Chicago Press).

infinite capacity for adaptation to the needs of the individual, rather than as an institution whose goal is uniformity and whose efficiency is to be rated by the regularity with which it runs—as if one were to test a driver's skill by the way his engine runs at top speed instead of by the ease with which he can stop and start his car and adapt it to the exigencies of traffic. She values its manifold possibilities for correcting unfavorable character trends, for building up personality and releasing the latent powers of the individual.

While she has the equipment of a case worker and uses the case work method, the fact that her work deals with problems of school children and with their adjustment in and out of school life naturally has a distinct bearing on her procedure. As a member of the staff she works more closely and intimately with the school than is usually possible for workers from other agencies. She cooperates with the staff in meeting situations as they arise, utilizing the school's facilities to the fullest extent, and bringing the school into touch with available resources in the community. This close connection with the school necessitates certain adaptations of the case-work method—adaptations corresponding to those which have been made in the field of social service to meet the needs of other institutions such as the hospital and the court.

It is the purpose of this volume to describe and discuss the visiting teacher's approach to her problems and her methods of handling them, as affected and conditioned by her position in the school. It is unnecessary to give a complete account of all the technical aspects of her work, since such a discussion would involve a repetition of much that is to be found in current publications on case work and mental hygiene. The aim in the following pages is to present a statement which is sufficiently comprehensive to

illustrate the distinctive ways in which the visiting teacher's work in the school is carried out. It will be understood, however, that in a line of work as new as this, all standards and plans of procedure must be regarded as tentative and changing. For, just as our conception of education is dynamic and growing, so in this phase of it must we be correspondingly enlarging our vision and adapting our procedure.

PART I

WORK WITH THE CHILD

CHAPTER I

THE SCHOOL AND THE CHILD

In every school there are individual children who, through undesirable personality traits or because of unfavorable conditions in their home and school life, are failing to reap full benefit from their educational experience. These are the problems of the visiting teacher.

In her study of the child in difficulty, the visiting teacher asks of the school, "How can the school process best fit the needs of this child?"

She asks of the home, "What in the family or home environment is preventing this child from realizing his potential powers and expressing his best self in his civic relationships?"

She asks of the community, "What lacks or obstacles for which the community is responsible are preventing this child from receiving his just share of opportunity for physical, mental, and spiritual growth?"

Of the child himself she asks, "What are his wishes, interests, and desires? What his special aptitudes, talents, and gifts? What his hopes and fears, his ambitions and his dislikes? In what does he fail and in what succeed?"

On the basis of this knowledge, she seeks, as social worker and educator, to reconstruct the fabric of the child's whole experience so that she may be able to coordinate the favorable factors and to bring about a change in the unfavorable ones—thus to secure for the child in school the largest possible opportunity for his development and for normal, healthy, happy progress through the various stages of childhood.

The problems with which she most frequently has to do are those of poor or failing scholarship, of behavior, of unfavorable physical and environmental conditions, of unsatisfactory relationships with companions or with those in authority, of hampering or unwholesome personality traits. Any working day in her school may bring to her several children troubled—or troubling—by some phase of these old problems.

TYPES OF VISITING TEACHER PROBLEMS

The principal asks her help for John who is making a poor record and is often reported for misbehavior in school. He has had illnesses and has been transferred too often from school to school. But do these facts explain completely John's failings? He has developed an uncooperative attitude. Why is that, and can it be changed?

Dorothy's teacher is worried because Dorothy is a showoff and loud talker and she "just cannot like the child." Is Dorothy intentionally disagreeable, or is her bid for attention due to loneliness and lack of favorable background? Will sympathetic and understanding attention at home and at school help her?

Frank is constantly disturbing his class, never sits still, pesters his companions on the school ground, but is cheerful and hardworking, and his teacher recognizes that his intentions are of the best. Unfortunate personality—what can be done about it?

Such are the problems the visiting teacher is asked to undertake and for which she seeks a solution. Each instance of difficulty that arises for a child during his school experience is, she realizes, evidence of some underlying cause—some need of adjustment between the growing individual and his world. Real and permanent accomplishment will depend upon the extent to which she is able

either to help these children to adjust themselves or to build up their environment into one which is more favorable to their development.

In a study of approximately 8500 cases recorded by visiting teachers in twenty-one communities cooperating in the demonstration program of the National Committee on Visiting Teachers, the following tabulation of the types of problems referred to the visiting teacher shows the striking predominance of scholarship difficulties. Several difficulties may have been noted for one child.

Scholarship	4140
Behavior	2964
Home conditions	2213
Irregular attendance	1024
Special health problems	410
Leaving school	364
Problems of school relationships	159
Repeated lateness	150
Unusual personality traits	61
Special attendance problems	50
Problems of recreation and social relationships	32
Employment adjustment	21

Before making any diagnosis or a tentative plan to guide her in her treatment of a child, the visiting teacher must, of course, investigate all available sources of information. Her position in the school gives her a distinct advantage for obtaining information from many sources. As a member of the school staff she comes in close touch with the class teachers and has easy access to school records. She finds the child himself easily accessible in the school for the necessary contacts and observation, and the door of the child's home is open to her, as a representative from the school, in a friendly spirit. As a social worker she knows how to utilize to the best advantage the social resources of her community, such as the social service exchange, when that is available, and all other organized social agencies.

Most of her charges are children who present problems to members of the school staff. Most of them are referred to her directly by the principal or class teacher, and some by such school specialists as the nurse, attendance officer, or psychologist. Parents, relatives, and friends of children with whom she is working sometimes make requests for assistance where there is suspected maladjustment or difficulty outside of school. Occasionally, children are referred by neighbors, representatives of social agencies, or other individuals interested in child welfare. Sometimes the children themselves apply to the visiting teacher, when they have come to understand her position in the school as the friend and confidante of children.

The following sources of reference were recorded in the National Committee's study of 8500 cases:

Principal	2929
Teacher	3701
Nurse	321
Attendance officer	166
Psychologist	64
Others within the school	389
Family	331
Social agency	212
Others outside the school	253
Child himself	44
Visiting teacher herself	133

Whatever the source, whatever the cause of the difficulty, it usually manifests itself in school and is found to be closely related to some school problem, even though not manifested in failure in studies or undesirable behavior. It is often through some school situation that the classroom teacher becomes conscious of the fact that the child's home conditions are unfavorable. Cleanliness and neatness, for instance, are more or less accurate gauges of the kind of care that the child is receiving. A child falling

asleep in school, frequent requests to leave school early, repeated failure on the part of the home to provide simple equipment, such as cooking caps and aprons or a costume for a pageant, the promptness with which school reports are signed, are all bits of evidence through which the teacher gets an estimate of home conditions.

GETTING AT THE FACTS THROUGH THE SCHOOL

Therefore, the visiting teacher usually finds it practical to learn first the facts that may be obtained through the school. However, there is no fixed schedule of procedure.[1] She must use her judgment in selecting her sources of information and the order in which to consult them in each particular case. Which to omit is often as important as which to utilize, and it is not so much the "when" that is important as the "how."

From the angle of the school, the classroom teachers will naturally be her best and most valuable source of information. The visiting teacher will be able to get from them much personal information about a child during the progress of the case, but it will save time to secure at the outset a full statement of the situation as they see it. In general, the visiting teacher will wish to know how long the child's difficulty has been going on; what his teacher's attitude toward him is at the present time; what her past relations with him have been; and what she knows of the home situation. How illuminating such information can be is illustrated by the following excerpt from the case history of Frank:

Visiting teacher interviews Frank's teacher, Miss Richardson, who is a sensible, capable person, with a kindly and sympathetic attitude toward the children. She describes Frank, who is nine years old, as one of the "queerest children she ever saw." He

[1] See Appendix III, page 173.

shows no serious misbehavior, but he is constantly disturbing the group. He doesn't sit still a minute, his feet and hands are continually in motion, he bites his nails persistently, even when unpleasant-tasting medicine is put on them. She has tried ignoring many of the things he does but he has not improved and she noticed other children beginning to be careless and to expect leniency too.

Frank has an appealing and likeable personality and excellent manners. He "doesn't mean to be annoying." He has an excellent sense of humor, a buoyant disposition, and never seems depressed, worried, or unhappy. However, he is sensitive, sometimes cries for no apparent reason. He usually cries and seems hurt if reproved by the teacher, but never holds resentment. He always seems anxious to please.

In his work the boy did not do well at first. The entire class was slow. But the teacher soon discovered his ability and now considers him one of the brightest boys in the class. Arithmetic is improving steadily, he frequently gets 100 per cent. Handwriting is poor, the boy writes jerkily and too rapidly. He enjoys stories and tells them well. In the teacher's opinion, the boy might do better in a faster division or even a higher grade where he would be kept busier.

As to contact with children, Frank seems to have some difficulty. There are times when he seems popular and is chosen as the leader for games. There are other times when he complains of being molested by the other children. The children often complain of him. (While V. T. stood talking with Miss R., Frank came through the hall, stopped to complain to another teacher about one of the boys in her room.) Miss R. stated that these complaints were minor and that she felt that Frank was usually the one to blame.

With Miss Richardson's account as a basis, she has several clues for conducting a further investigation. She will probably inquire from the school nurse and his family as to his present physical condition and his health history. She will want to find out whether he is under any emotional strain at home, or has lived through an experience in which he was unwisely treated, or in which unfortunate

circumstances produced lasting harmful effect. She will observe him on the playground, and try to find out in her talks with him the reason for his sensitiveness with other children. She may discuss with the principal and teacher the advisability of giving him achievement and intelligence tests to see whether he is capable of being tried in a higher division.

In order to conserve the teacher's time it is desirable to secure all possible information directly from the school records. These records will vary greatly with different schools. They may range all the way from the inadequate and fragmentary to the fullest and most complete. Because of the more careful consideration which is constantly being given to the individual, however, very much more exact and inclusive records than heretofore are gradually being adopted for every child. To one who is familiar with the way in which these records are made and who knows how to read between the lines, they are illuminating as a source of information.

As exhaustive a school history as possible should be obtained from them. The child's academic attempts and achievements, his social conformity, as well as the breaks and interruptions in his school career are all significant for the visiting teacher's purpose. Intelligence ratings, physical defects, previous illnesses, frequent transfers from school to school may usually be found in the school record. If the record does not include the facts noted by the schools which the child previously attended, their records should also be consulted.

If the records are complete, much of the child's school life may be reconstructed, and significant hints obtained as to his family situation. For example, Ronald, eleven years old, made good progress and showed good adaptation to school requirements during the first three grades, accord-

ing to his record, but suddenly, at about the fourth grade, his work began to go down. His conduct was less commendable and his attendance was correspondingly irregular. If the date of this change is noted, some significant and determining factor in his history may be disclosed upon further inquiry. In the case of Ronald it was discovered that his father had died at that time, leaving the family in a difficult economic situation. The resulting emotional state of the boy and the difficulties in his home surroundings were found to be largely the cause of his poor achievement in school.

To cite still another example, Joseph seemed to be a bright, intelligent boy, but was not progressing satisfactorily. His record showed that he had very recently entered a large city school from the country. Experience suggested immediately that his trouble was caused by the difficulty of adapting himself to the new situation.

Mary's teacher may have sent a very poor report of her progress and behavior to the visiting teacher. If it is found on examining the records that Mary's conduct previous to this time was fairly good, it would undoubtedly be well to look for some school situation, some lack of harmony with the teacher, or some other fact which may help to determine the course to be followed in further investigation. If, on the other hand, Mary's scholarship has been consistently poor throughout her school life, a different line of investigation will be suggested.

Since mental ability is so significant a factor in school progress, it is exceedingly important to secure a psychological test for the child, unless one has already been given. These tests should not, of course, be regarded as a final measure of the child's capacities, but rather as a guide to indicate his special abilities or limitations. If psychological ratings of any kind are found in the school records, it is

important to know their source and the type and date of tests given.

The importance of knowing about the child's physical condition makes the nurse and the school physician valuable sources in gathering information about the child. The routine health examination of the school gives information which is quickly available to the inquirer, and the salient features in the health situation often come to light in the early part of an investigation, without the necessity of securing a special examination at a clinic. Often, too, the attendance officer can give valuable information about the child, his family, and his playmates. The athletic coach, the music supervisor, the home economics teacher, and others who see the pupil frequently, can often reveal to the visiting teacher some particular aptitude or peculiarity that may help to explain the child's problem or to suggest a plan of treatment.

GETTING AT THE FACTS THROUGH THE CHILD

One of the most important sources of information, however, is the child himself. The school connection offers many advantages for working with him. The visiting teacher does not see him as would a social worker from the outside, nor does she see him at stated times only. She is a member of the school staff, known to the children as "our visiting teacher" and comes naturally into daily contact with him. She sees him in his own habitat. She is, in a sense, a part of his world. She can become acquainted with him in a gradual way and develop her acquaintance through participation in his school activities. She has a vantage point for studying him in many situations —at work, at play, alone, with companions, and at different hours of the day. The fact, too, that she thus belongs to the child's moving, changing world, gives her a unique

advantage in testing out her plan of treatment and in modifying it. Being close to the child's field of experience and seeing him in changing situations, she is in a position somewhat parallel to that of a scientist working in a laboratory where he can constantly watch and change his procedure to fit changing needs.

The school environment serves to bring out much of the child's personality and it would be extremely short-sighted for the visiting teacher not to utilize it to the full. Alert to every chance that comes to observe him, she will regard the playground, the classroom, the gymnasium, the halls, as her laboratory. Children vary with their surroundings even more than do adults. Sometimes the real child appears only at play or on the street—away from the presence of older people. It is important for the visiting teacher, for example, to discover why the child can get along with other children at play, while he has difficulty in adjusting himself to the controlled environment of the schoolroom. Of course, her observations are conducted unobtrusively. It would be most unfortunate for a child to realize that a visiting teacher was entering his classroom for the purpose of studying his reactions. There are various devices to obviate this, such as visiting the classroom in response to an invitation (a standing one, perhaps) to see a new project or hear a socialized recitation, or having some definite and obvious errand with other pupils.

The visiting teacher should, therefore, take advantage of the opportunity which the school affords for a gradual, informal introduction to the child. It is essential that she come to know him in a natural way and without undue public attention, because of the state of mind in which he is apt to be. A child who is handicapped by a problem is not very likely to be one who is frank, expansive, or open. His problem often tends to act as a wall around

him, cutting off his real self from outsiders. Some children are inclined to carry over to the visiting teacher the feeling of hostility which they have developed toward all adults. If, therefore, the initial interview is permitted to take place in direct connection with a disciplinary crisis of the school or a humiliating failure, this attitude may be aggravated rather than relieved. Again, some children are made self-conscious if they feel singled out from the group for particular attention, even though the attention, in and of itself, may involve some pleasure.

Whatever be the method of approach, it is therefore important that the child should never feel that he has been unduly singled out or that there is any attempt at authoritative invasion of his reserve by a stranger. Confidence can only be established if the child views the visiting teacher as someone to whom he can willingly tell his story, who will give him a "square deal," who will try to help him out of his tangle. Until her place in the school is established and the children know her, she should be on the lookout for any misconception that the child may have of her function, especially in "disciplinary cases," and be alert to understand and to set straight his interpretation of her relation to him, and of the purpose she has in view. It is advantageous, of course, for the children themselves to bring their problems to her, as it is possible then to get at the causes of difficulties earlier.

For all these reasons it is highly desirable for the visiting teacher to make the child's acquaintance in a way that will not focus attention on his difficulty. Her first object should be to establish cordial relations. She should be only secondarily concerned with securing information. In exceptional cases, or where it is thought wise, she may devote a considerable amount of preliminary time simply to making friends with a child. The school affords various

opportunities for getting acquainted—calling him into her office with a group of companions for a reading or conversation hour, engaging him in monitor service, asking him to go on some errand, or inviting him to take part in some activity particularly interesting to him, such as a hiking trip.

There are various reasons why it is wiser for the visiting teacher to become acquainted with the child in school before calling at his home. In the first place, the school contacts may emphasize to the child his own importance as an individual and make him feel his responsibility in connection with his problem and its solution. They bring to the child a realization of the school's interest in him—its concern for his welfare, its desire to help him with his particular difficulties.

Whatever points may be discussed with the teacher or the mother, the visiting teacher should try to understand the situation first from the child's own point of view; his estimate of his achievement in the subjects he is taking; his particular interests in school or out of school; his plan for continuing in school or for going to work; his previous school life; his attitude toward his family group; and an account of his friends, his recreation, hobbies, clubs, and general activities.

With confidence thus established, the child will usually be glad to have the visiting teacher call at his house, and to tell her of his home, his parents, and his brothers and sisters. Such information, given from the child's point of view, is invaluable and will aid her in presenting his situation to his parents. If he can be led himself to extend the invitation to visit his home, so much the better, especially in cases where he dreads to have his parents informed of his difficulties. It is important that the call should not be made until he definitely understands that it is to be done; otherwise he may feel that the visiting teacher is

not playing fair with him, or is "squealing on him." Sometimes, because of pressure of work, an inexperienced visiting teacher is tempted to yield to the urgent request "to call immediately at the home," without taking time to become acquainted with the child, but experience has usually proved this to be a mistake.

Case records are often illustrative of the ways in which the visiting teacher can use the school environment to advantage in becoming acquainted with the child. The following excerpt from Webster's case suggests a few:

WEBSTER
Age, 8 years

Observed the child in school room. The visiting teacher first made an acquaintance with Webster as he and a group of children were playing at the sand table. The children were buying and selling milk and cream and were learning the use of measures and the exchange of money. The visiting teacher entered into the project with them and loaned real money to the children to use during the rest of the project period. This interested Webster very much. During the conversation at the table, Webster told the visiting teacher that he did not like school and that he found the work in school very hard. When the visiting teacher asked him whether he would like to have her help him with his school work, he seemed quite happy about it. Assistance was given to him during the preparation of a reading lesson in order to observe him at work and to find a clue as to the source of his difficulties. During that time he was in a very cooperative mood.

The process of getting acquainted often involves many informal conversations, noted in interesting detail in the following record:

JOHN
Age, 13 years

Visiting teacher arranged to have him sent up with a note as if on an errand. When John arrived, V. T. had some office furniture moved around and asked John to give his help, which he did gladly and chatted along with visiting teacher in a friendly way while he was doing it. Then she said that he was such a good worker, she wondered if he would do one thing more and that was to take her pencils down to his room and sharpen them. While he was doing that, she would get the note ready for Miss P. He did this task very

efficiently. V. T. handed him the note which he was to take back to his teacher, and as she did so, she asked him how school was going with him and he said, "Scholarship all right, effort not so good." V. T. said, "Well, how is that?" "Well," he said, "it's this way: I have quite a few arguments with the teachers. The auditorium teacher spent half an hour telling me all about it yesterday because I smiled and she didn't like it. My trouble started in Art when I came back to school in September, after being in the hospital. The class had gotten into some trouble while I was gone and when I went into the class they had a lot of colors mixed up and I didn't know how to mix them. I began painting my bandage on my arm and she said if I could paint that, I could paint something else. My arm was broken and ached and my mother said I didn't need to come to school unless I wanted to, but I wanted to. I did not have any Art envelope because I was absent when they gave them out. That meant trouble and from then on I seemed to get into all sorts of other trouble. I can't read notes in music, so I got a 5 there. I lost out on that when I went to the Open Air School, and the next school I went to did not have that note reading, only singing songs. Arithmetic, Spelling, and Reading are all right." The V. T. said, "Well, John, it looks as if you could straighten all that out. Is there anything else that is bothering you?" Whereupon, John said with a chuckle, "Yes, I chew gum in the room constantly. I spend more money on gum than anything else. I like to chew it. I can think better when I am chewing. After I had scarlet fever, I had St. Vitus dance and I got over that and now when I am reading, I have to kick my foot or something and the best thing I can think of is chewing gum." V. T. suggested that he looked like the kind of a fellow who could handle that chewing gum all right and he thought he could, too.

V. T. asked him what he did after school and on Saturdays, and whether he went to bed early. He said he had never been a Boy Scout because he did not like them. He likes to build bunks and houses and such things, and ride his bicycle. When not doing this, he likes to stay in and read books, especially detective stories. He said, "We move around a lot. We never stay in one house over a year, and I have gone to about five or six different schools so far." Ordinarily he goes to bed about nine o'clock, except on Friday and Saturday—then he stays up late. He is fond of listening to the radio and stays up very late on Friday night and sleeps on Saturday morning. Saturday night he stays up late and reads the paper.

He went on to say, "There is one thing in our home room that I don't like, and that is what they call the Honor Workers Club. When you are real good, you get a pin. I don't like it—there is too much tattling. They try to make you be real good to get the pin, but that don't work. It is like this. If it is a girl that tells on you, you can't hit her, but the boys, if you are a good fighter, they will not tell on you and that is what I don't like. It is like this. I get on a spree when I don't do anything, and then they make a fool out of me and get me up in front of the class and tell them I have reformed and when I get outside all the boys go around and kid me and address me as 'Master,' or something like that. If I have improved and they thought so, they should come and give me a pin, but that standing up in front of the class to have everybody say you have improved or haven't improved, I don't like. They should go like a jury—go out and figure it out and come back and tell you whether or not you have improved. What the teacher is trying to put into our heads is the ideal world. What it all should be. If everybody obeyed the law, we would not have to have policemen, but that is not good because my father says it is the world today I am living in. What the teacher has against me is because I don't object to anything in the class. I just sit and look out of the window and don't pay any attention to it. They talk about such silly things. They take the B—pins and take the top off and put M— on it. They spend one-half hour deciding what color ribbon we should have. They argue too much. They should take some color and let it go at that. There are going to be so many yards of ribbon and everyone has to bring a penny. I read in a book that for a penny you can get twelve pins, and I got up and asked them about it, and they did not say anything about it—just went on arguing about the colors."

He continued, "Now, in Music and Art—I am not going to make any money in music. Why should I get right down and study that music and art? I am going to be a newspaper reporter —composition is mine. I like good music, but I can't read those notes and when the teacher sings, I can't tell what she is singing. I can read notes if I have time. I never practise music. Last year, I got A-1 in effort, and this year I got A-4. There are all different teachers, so I don't think it is all me. My mother came over here and the teacher didn't say much to her, only that I had chewed gum and did not pay much attention in class, and she had been telling me how bad I was, but didn't tell my mother."

Step by step the V. T. met the problems in the boy's mind. She said, "John, I think you have some very strong, helpful ideas

there and I wonder if you have ever presented them to the class and given them a chance to act on any of your suggestions." He said of course he had not, because he knew the class wouldn't pay any attention to him, and so he just slumped down in his seat and crossed his feet and paid no attention to anything that was going on. V. T. then said she felt he could not really say what the class would do about his suggestions until he tried them out and that he could not expect the class or the teacher to know what was on his mind unless he got up and expressed himself. Then she took up his objection to his teacher's effort to emphasize the ideal world. She tried to show him how very necessary it was for everyone to help work out the best plans and laws possible for the safety and protection of everyone. That while our laws and plans were not perfect now because we were all working on them and thinking about them, we were trying to make conditions better for the future. She used the illustration of the traffic system, which is uppermost in everybody's mind today, showing that while most drivers could drive and handle their cars well, still if they did not consider the other fellow in their driving, there would be danger not only to the other fellow, but to themselves. Then, because of his intelligent interest, the V. T. went back to the early historical days when people had to carry firearms, etc., to protect themselves, and pointed out that because we had worked for safety and protection of others, we were able to go out on the streets with great freedom now. After each step had been taken up and apparently a clear and satisfactory solution was worked out, V. T. said, "How would you like to try presenting some of your ideas at your club meeting on Friday, just to see how the class will take them, remembering that they might be objected to because there may be other opinions, and, of course, the majority rules, but at least you will have given them the chance to accept or refuse your suggestions." He thought that might be a good idea. At least he would be willing to try it out.

As he was about to leave for his classroom, V. T. said, "John, you have shown me by your conversation that you and your parents talk things over and I am always interested when boys and girls talk things over at home, so I would like to come and see your parents some day and perhaps I could clear up some ideas they might have about school plans." Whereupon, he replied, with hearty cordiality, "Oh, do come, Miss Jones. My parents would be very glad to see you. Come any night after six, or on Saturday or Sunday. I will tell Mother that you are coming some day."

In investigating any particular difficulty, whether it be scholarship, misbehavior, inability to get along with schoolmates, or unfavorable home conditions, various other problems, both inside and outside, usually come to light as soon as careful study of the individual child is made.

AIDING THE CHILD TO ADJUST HIMSELF

A difficulty in scholarship, for example, might be due to any of a dozen reasons. It might be the result of an interrupted school experience or the transfer from one type of school to another. It might be the result of the attitude of the parents toward the child's failure, due to an unfortunate comparison with another member of the family who had shown greater facility in the same subject. It might be the result of a native lack of mental ability or of some emotional disturbance in the child.

Or, on the other hand, the same basic cause may show itself in any one of various types of behavior. For example, a maladjustment in the home, due to too rigid discipline or extreme poverty, may result in one case in unruly behavior in school, in another in failure in school work, and in a third in inability to make social and play relations with satisfying companions. Because his recreation is inadequate, one child may steal; another may lie; while still another may be driven within himself and become distinctly unsocial, though in no sense anti-social.

A child's problem is rarely as simple as it first seemed to the person reporting it to the visiting teacher. Numerous factors in the school, the home, and in the child's own personality enter into the visiting teacher's task of diagnosis and treatment; and no solution can be expected without a careful study from many angles. The National Committee's study lists the following as factors in the children themselves considered by the visiting teacher in making a

diagnosis and plan of treatment. The figures show the number of cases in which the factors played a part.

ADVERSE FACTORS	
Intelligence	
Dull normal	2315
Feeble-minded	930
Scholarship difficulties	
Failure in one or more subjects	5162
Unfavorable attitudes	
Antagonistic toward school	1286
Indifferent toward school	2288
Antagonistic toward family	771
Indifferent toward family	620
Antagonistic toward companions	680
Indifferent toward companions	488
Excessive fears	557
Shyness	1478
Behavior difficulties	
Sex maladjustment	656
Stealing	716
Lying	1076
Smoking	458
Drinking	48
Drug addiction	17
Attendance	2038
Lateness	502
Misbehavior in class	1892
Incorrigible at home	934
Physical disabilities	5404

HELPFUL FACTORS	
Intelligence	
Superior	389
Normal	3627
Scholarship	
Noticeable ability in one or more subjects	2275
Favorable attitudes	
Toward school	3255
Toward family	3554
Toward companions	3486
Leadership	1263
Responsiveness	4958
Favorable behavior	3420
Good physical condition	3234

The solution of the problem is, therefore, usually a slow affair. Occasionally, the visiting teacher may find that some simple thing that takes only a little time to arrange, such as helping to make a transfer to a new school environment or securing wholesome recreation, will improve the situation for the child and provide the needed opportunity for his adjustment. More frequently, however, the process cannot be so simple. It necessitates changing the point of view of someone, either of the child himself or of a parent who undervalues his achievement or who has little confidence in him, or of both. Possibly some fundamental rearrange-

ment of the family situation is needed, such as moving the family of an invalid nearer the grandmother so that she may be in closer touch with the children and give them needed supervision. To effect these changes is likely to require considerable time. In the meantime, while she is trying to improve parental attitudes, it is frequently necessary to enlarge the child's experience. So far as possible, the child must be supplied with the things he lacks in his surroundings—interest, encouragement, friendship, security, or opportunities for successful accomplishment, a chance to express himself in some creative work or wholesome recreation.

The visiting teacher realizes that, whatever else may be done, the child's own attitude must often be changed, for his behavior is symptomatic of his attitude. With problem children a frequent difficulty is a sense of inferiority. This feeling is related to a variety of causes. It may have to do with appearance, clothes, or some physical unattractiveness—a child may be embarrassed by some supposed social limitation like the fact that his family has no car, or in a more prosperous neighborhood, "only a Ford." Or perhaps his inability to carry a tune which sets him apart from the rest of the group worries him; perhaps he detests himself because he cannot hold his own on the playground or compete with other children in the family or in the neighborhood. This feeling shows itself in an astonishingly wide range of behavior. The child who is excessively shy is not more likely to be suffering from a sense of inferiority than the class "show off," or the one who is destructive or unruly. The child must compensate in one way or another for this feeling and if he cannot secure recognition by socially accepted means, he will often resort to undesirable behavior in order to gain attention.

The child's first failure in school will probably be very important to him. For a sensitive child it may be a crisis.

Studies show that children who have not been helped in meeting these failures have often developed feelings of resentment, antagonism, or jealousy, which later have had unfortunate results. Again, some children remain babyish or timid, as the result of humiliating experiences.

Excessive fears are another source of difficulty. Three small boys were once referred to the visiting teacher for running away. She found out, after securing their confidence, that a group of older boys who had become angry with them for some mischievous act, threatened to kill them if they did not get out of the neighborhood. In a situation like this, running away seemed to them the only logical solution of their problem.

Of course, harmful habits, such as lying, stealing, sex habits, the use of tobacco, are important problems which the visiting teacher has to meet. Her work of changing the child's attitude toward these habits and other matters, like that of changing parental points of view, frequently involves the application of principles which cannot be discussed adequately here.[2]

While the visiting teacher is working to get at the basic causes of the child's maladjustment and is becoming acquainted with him as an individual as well as with his environment, she is often faced by the necessity of relieving the immediate situation for which the child has been referred, for to neglect this situation would be most unfair to the school. The school expects, and has a right to expect, a certain amount of relief. There are other children to be considered. The behavior of a particular problem child may be impeding the progress of his entire class, or it may be giving rise to problems in other children. The visiting teacher will realize, for example, what the temper tantrums of one child may mean in terms of injuring

[2] References on this subject will be found in Appendix VIII, pp. 206, 207.

the class morale, or the effect on the other pupils of one child spending hours of the school day with his head on the desk.

Moreover, the immediate situation, if unrelieved, may loom so large in the child's limited perspective as to force him out of school. For example, the very great shyness of a child is perhaps the result of the attitude of an overbearing father. To change the attitude of the father is a very slow, long process, and before it has been accomplished, the child may have left school or the family have moved from the community. In the meantime, however, the visiting teacher may have accomplished a great deal with the child himself by securing for him opportunities for self-expression in the class work and the social activities of the school. Again, there are cases where the task of working with the basic causes lies primarily outside of the visiting teacher's immediate field.

An example of this type of case was that of a junior high school child whose tendencies to seclusiveness and whose failure in school work were rooted in the fact that his parents had been inadequate in meeting their economic responsibilities and in maintaining the former standard of the family, and had mistakenly allowed their sense of failure to create a depressing home atmosphere. The resulting strain and feeling of insecurity had caused the child's unfortunate attitude. It is evident that, although a knowledge of the causative factors may enable the school to draw the child out in his social relationships and to help him in his academic work, yet the solution of this family situation can be brought about only by a long period of constructive work, usually in cooperation with a family welfare society or similar organization.

This insistence upon the need of alleviating the school situation created by an individual child and of utilizing the school's resources for the early, if partial, adjustment of

the child's difficulty must be accompanied by a caution against the danger of striving to solve a problem prematurely; or of leading the school to expect results too quickly; or of being satisfied with palliative measures alone. The desire for immediate results, on the part of the class teacher in particular, is one of the difficulties which the visiting teacher constantly encounters in her work.

Furthermore, the visiting teacher should realize that even the correction of the underlying difficulty does not necessarily mean the satisfactory or permanent adjustment of the child. Frequently the child has formed undesirable habits which linger even after the underlying difficulty has been removed. Consider, for example, the case of a child whose father was a counterfeiter. The removal of the convicted father from the scene served to take away the immediate need for deception, the fear of detection, over-excitement, and strain of various kinds, and to give the child a new outlook, a changed ethical point of view, a more stable home, and a different attitude toward his school. But the visiting teacher's work with this boy was not finished. If the school was to use its opportunity to help this child fully, the boy must be observed carefully to determine whether some undesirable effects of this experience were not still lingering. For instance, was the child's educational foundation weak in spots on account of a period of retarded school work? Was he on a normal footing with his schoolmates, or was he suffering from the reputation of being a "counterfeiter's son"? Had his earlier training in deception, his isolation and secretiveness, brought about a warping of his personality and a distortion of his school relations? If so, what could be done to counteract this unfortunate result?

In this case and others like it, the visiting teacher must work out with the classroom teacher various ways of putting

the child on a normal footing in his school, of giving him opportunity for additional experience which will help to strengthen his sense of fair play and straightforwardness—such ways, for example, as allowing him to be cashier of the school bank, or appointing him scorekeeper in games, or seeing that he has opportunity to make friends with the frankest and squarest boys in school, so that he may become familiar with their way of looking at cheating and unfairness, and reconstruct his standards in terms of theirs. With every child, as with this one, the problem should not be considered as solved until so satisfactory an adjustment has been made that he will be able to get along without a recurrence of the difficulty when the visiting teacher's supervision is discontinued.

AIDING THE SCHOOL TO ADJUST THE CHILD

It is evident that, from the point of view of the visiting teacher, the attitudes and conditions existing in the school are as potent factors in effecting an adjustment as the attitudes and conditions in the home. In the study heretofore referred to, the following factors were found to exist, to the extent indicated, in the school situation. The figures refer to the number of children affected by each factor.

UNFAVORABLE FACTORS		FAVORABLE FACTORS	
Limited curriculum and equipment	1631	Cooperative principal	5586
Lack of cooperation with the home	1469	Cooperative teacher	4319
Unsympathetic teacher	1725	Cooperative attitude toward the home	3721
Improperly graded	744	Physical condition in classroom good	3158
Faulty discipline	715	Desire to individualize child	3157
Overcrowded class	587	Constructive health program	2513
Indifferent teacher	518	Good disciplinary methods	2420
Uncooperative principal	414	Well-balanced teacher	2070
		Broad curriculum and equipment	1232

In the school the child makes his first great adjustment to the world outside of his home, and upon his success in doing so depend largely his later adjustments to a wider

experience. Not alone is it important that he should acquire certain fundamental knowledges and skills. His relationships with his peers and with the adults with whom he comes in contact are equally important. Hence, the visiting teacher's function is to supplement and assist the school in its efforts toward character formation.

The value of the visiting teacher's position in the school by no means ends with the original contact made with the child. The process of studying his emotional and mental make-up, his moods and his reactions to various situations, is one which continues as long as she remains in contact with the case. The advantages of the school situation for investigation are paralleled by equal advantages for purposes of treatment. Adjustments or corrective measures can be arranged naturally, apparently casually, so that little or no attention is called to them.

While it is, of course, by no means either necessary or desirable that she keep constantly in close touch with all her cases, nevertheless the opportunity to make such contacts, when necessary, is a great aid to successful work with certain children. Growth can be observed in a natural and unobtrusive way, the effects of a specific course of treatment can be evaluated and changes made in it as the occasion requires. The facilities of the school may be continually utilized in overcoming the child's discouragement and other undesirable attitudes, by making him constantly aware of their value and significance to him. The following example serves to illustrate how the visiting teacher may interpret the school to the child.

Problem as stated. Charles doing very badly in arithmetic. Discouraged, and shows strong resentment toward his teacher.

CHARLES
Age, 9 years

Underlying difficulty. Had been transferred from another school where he had done well in arithmetic; could not adjust to the different method of teaching.

Misunderstood his teacher. Felt that she was ridiculing him, and decided to give up trying.

Measures found effective. Visiting teacher had several talks with boy, giving him the opportunity to present his difficulties as he saw them. Aided him in understanding his situation; in realizing that he was not the only boy singled out for criticism; that teacher did not mean he was a stupid boy in general but merely about the particular problem. Boy was helped to see that he was, perhaps, over-sensitive because he was new in the school and wanted to gain a good reputation with his classmates. Helped to realize that he must overcome this sensitiveness and tackle the difficult subject instead of dodging it. Also that he was not used to the method of work or the teacher's manner and that he therefore exaggerated his difficulty. Explained the boy's sensitiveness to teacher who arranged for boys to make effort to incorporate him in group on school playground, and this resulted in invitation to join outside club. Several follow-up contacts with him were made. These talks achieved two things—one, helping the boy to develop an improved attitude toward the classroom situation, and, two, furnishing him with specific suggestions as to how to overcome his difficulty with arithmetic problems.

One of the outstanding causes of maladjustment arising from within the school itself is the failure to adapt the work to the needs of the child. Certainly, one can easily understand the great importance which psychiatrists attach to these difficulties with school work as causes for undesirable behavior problems. The mother's feeling that she has "lost her baby," as he disappears into the school house, is significant of the new independence required of him there. He must stand on his own feet in a sense in which he has never had to at home. There is no one there with whom he is closely identified as he is with his mother at home. He must make his own way. Furthermore, he soon encounters competition of a far more rigorous type than any he has met at home. It is obvious that if at this critical time the child is overwhelmed—if he meets different conditions too suddenly, before he has been able to

build up some foundation of belief in himself, or finds something in which he can at least make a place for himself, the effects on his future adjustment to life cannot fail to be serious.

Problems result alike from school work that is too difficult, too easy, or of the wrong kind. One important cause for school failure is unsatisfactory grading. To push a child in his work faster than he can go may give rise to serious problems. This is often done, partly with a desire to get rid of the child, and partly with the hope that as he becomes more mature, his powers will be equal to the work. When children are pushed along in this way in the early grades, the price almost always has to be paid later when, by the time they have reached the fourth or fifth grade, their lack of foundation becomes glaringly apparent. Usually this accumulation of academic difficulties carries in its wake social and emotional difficulties that are likely to be even more damaging to the child's development. Sometimes children are pushed ahead because of an overestimation of their abilities on the part of the teacher, but more often there is a tendency in the parent to set for an ambitious child a goal that is really beyond his capacity to reach. The problem portrayed in the following summary is illustrative of this type of mistake:

Problem as stated. Report from family that the boy was irritable, was not sleeping, was spending hours on home study way into the night.

WALLACE
Age, 15 years

Home situation. Youngest child in family. Brothers eager to give him a college education. Brothers had to leave school at an early age to go to work before they realized their educational ambitions. Teacher had been interested in the older brothers and sympathized with their desire to educate Wallace. Brothers had over-rated boy's ability to profit by education which, through family circumstances, they had missed. Centered all their hopes on the youngest child and kept urging him to give up everything to make good school record.

Measures found effective. Psychological tests revealed slow reaction and mediocre ability. On the basis of these persuaded family to allow boy to transfer from college preparatory to technical course in high school. This relieved child from nagging and released his full energies for work. With improvement in his work, his status in the family was raised and his own self-respect increased.

Another difficulty in grading is the discouragement which takes possession of a child who finds that he is not promoted with his class. Sometimes this discouragement is so great that the child fails a second time, though he is mentally quite able to do the work. Certainly, this is most understandable. After all, non-promotion tends to mark a child among his mates as a failure. Often a difference in size between him and the group with which he works is an added reminder of his shortcomings.

Many school difficulties result from the fact that a child's work is not adapted to his ability in some particular direction. For example, a child whose abilities lie along mechanical lines will be apt to have trouble if too much emphasis is placed upon academic subjects, and vice versa. Frequently, discouragement resulting from failure in one subject brings about general failure. Visiting teachers often find that the humiliation which children have had to suffer in failing repeatedly in a particular lesson has developed an attitude of hopeless resignation. Further causes of difficulty with school work arise from setbacks following transfer from one school to another or prolonged absence.

There are various ways in which the school may help to counteract attitudes arising from these causes. In the case of a child who has great difficulty with a particular subject, it has frequently been found helpful to have the difficult task graded over a specific time period, placing no emphasis at all upon it at first, and in the meantime strengthening his general self-confidence. For example,

during the first week the teacher would avoid asking questions and let him get a little pleasure out of the dreaded or hated subject by giving him some easy responsibility in connection with it; during the second week, in order to build up his confidence, she would ask only questions to which he could make a correct reply; during the third week she would alternate an easy question with the regular type of question, and every question which brought failure with two easier ones which could be successfully answered. Another way is to assign a special topic on some subject concerning which the teacher is certain the child has a fund of information, thus giving him a chance to excel. For example, one boy, transferred to a city school in which his poor academic foundation was causing humiliating failure, was asked to utilize his rural experience by presenting a story of "training of horses" in an English lesson.

Various responsibilities in the classroom, or on the playground, can be used to overcome a lack of confidence or to offset a sense of inferiority by providing a sense of importance and prestige. One boy, who had always shrunk from responsibility, was made class representative to work with the director of a neighboring playground. His duties were to make announcements in class about athletic activities and to help in the organization of teams and committees. The new task allowed him to win distinction in his class, and he was "bucked up" enormously. The school environment is rich in opportunities for achievement and satisfying experience that will serve to compensate for failure in academic work. Not only for the discouraged in school but also for the child who has seldom or never won the approval of his parents, a little legitimate success may have a tonic effect that can hardly be over-estimated. An experience of success in one subject is often found to stimulate effort and progress in a totally unrelated field.

Where success does not come naturally as the result of the child's best effort, the resourceful person can usually set some part of the school stage to give him at least a minor role. For example, James, a thirteen-year-old overgrown boy, too slow for the usual "monitor service" and unable or unwilling, on account of shyness, to enter into other activities, was asked to serve as chairman of the supplies committee. His special responsibility was to keep track of text-books, pencils, and all equipment given out to the pupils, and to assign tasks to his assistants, the committee members. Both of these things he could do at times when his slowness would not interfere or embarrass him.

Children who want to leave school for work can sometimes be shown the value of continuing their education—what it will mean to them in increasing opportunities for advancement in the line which interests them. If this method does not prove feasible and the child has consistently done poor work or has had a poor record of behavior, it is sometimes possible to motivate his school work by indicating to him that he must show his fitness for work through steady improvement in his present school job over a stated period of time. There are records of cases where children, after remaining in school a little longer in this way and gaining satisfaction in their success or improvement, have become so much interested in their school work that they have put off going to work for some time. Or, if the child who leaves school can be kept in touch with the school, he may decide to return when he sees the usefulness of further training.

But the child who is slow is not more apt to give trouble than the child of superior mentality who is utterly bored by having to accommodate his mental pace to the slower rate of his classmates. Unused energy is devoted to mischief-making; to disturbing restlessness and the like. Or,

without presenting any overt signs of difficulty, children may be most inconspicuously laying the foundations of serious problems through developing habits of day-dreaming, inattention, and lack of concentration.

An interesting example of readjustment in such situations is the case of Harris. Harris' teacher and parents both attributed his slow progress in school to innate stupidity. A psychological test was arranged by the visiting teacher after much difficulty in overcoming the apathy of the home. The test revealed the fact that Harris, far from being stupid, was an unusually bright child. While there were various contributing factors, one important cause of the boy's trouble was found to be that he was in a class of children whose progress was too slow for him. His improvement became marked when his parents were made aware of his real ability and the principal transferred him to a more rapidly moving group, in which his interests were utilized and his mettle challenged.

An example of another type of adjustment is the case of Margaret, a brief summary of whose story follows:

MARGARET
Age, 9 years

Problem as stated. Child seemed weighed down by a great sense of responsibility. Margaret, while a bright child, was over-meticulous and consumed a great deal of time in finishing her work, with the result that she had very little time for play.

Measures found effective. Plan adopted of adjusting school work more satisfactorily to Margaret's temperament. It was decided to excuse her from some of her academic work in order to engage in handwork and games, a plan that meant for Margaret not only a period of relaxation, but also an opportunity for social contact with other children. She began to make friends and became less tense at her work.

But the child's slowness and over-meticulous method of handling school material was not only a school problem; the home situation as well threw light on the difficulty. The father dead, the little girl lived with her maternal grandmother, her mother, and a young aunt. She had had very little contact with children, associated

with adults who, two working and one in college, were too busy with the demands of their own work to see that this child had opportunity to play. The family circle was a congenial one but, at the same time, given to serious pursuit of interests. The mother, realizing the child's ability, and interested in school work, had held up a high standard of perfection which the child had accepted and tried to attain.

The changed schedule at school was combined with a changed attitude in the home, the mother encouraging the child to do her work more quickly and helping her make the play contacts she needed. Both her mother and the young aunt entered into the children's games with more interest than formerly, and Margaret seemed much happier.

Some children's problems result from lack of adaptation to the general organization of the school. Trouble frequently occurs in making the transition to grades where the work is departmentalized or to a junior or senior high school. The child has become accustomed to working in a single classroom with one teacher. Relations have been relatively informal, acquaintance between teacher and child relatively intimate. In comparison with the previous one, the atmosphere of a departmentalized class naturally seems confused, impersonal, formal. In such cases the visiting teacher may find it wise to assume temporarily the role of the former teacher, as a friendly guide and coordinator. Sometimes this relationship must be maintained for a long time. It is advisable, however, for her to help the child as rapidly as possible to adapt himself to the various strange situations in the new school organization, while at the same time acquainting the subject teachers with the child's problem and enabling them to help in the process of adjustment.

Social maladjustments in school occur frequently, and often they are very serious. For example, a child superior in mentality but emotionally immature may have difficulty in establishing social contacts with his relatively better poised classmates. Again, the race question may be the

cause of the difficulty. Sometimes social stigma attaches to a child's family. The visiting teacher should not fail to utilize faithfully and carefully the valuable help that can be rendered by the classmates of these and other types of problem children. In making social adjustments with other children, it is often helpful to build upon particular aptitudes or talents which the child has, as these gifts frequently serve as a means of establishing his needed relations with his schoolmates. The organization of clubs is particularly effective for this purpose.

Some school problems will inevitably result from the teacher's own misunderstanding of the child. The intrusion of the personal element between the teacher and the pupil is a frequent cause of much difficulty. The following case of Dorothy is an interesting example of the way in which such clashes sometimes occur:

DOROTHY
Age, 13 years

Problem as stated. Teacher reported Dorothy was failing in her school work because of irregular attendance. She said Dorothy "was one girl she was unable to like." Stated she found the girl's loudness and coarseness most unpleasant.

Home situation. Hardworking mother, finances straitened. Family recently moved to community had not been able to make new friends, and parents, as well as Dorothy, were homesick. Mother ill, often in bed, had kept Dorothy home to take care of her.

The visiting teacher found what was not apparent in the classroom, that underneath Dorothy's boisterous manner, loud voice, and tom-boy ways, was a genuine desire to be liked, to be attractive, and to be accepted by these girls who found her so different. Happy in her old background, a member of the group, she could not understand the reasons for the attitude of the new school. Not being accepted, and feeling that even the teacher did not like her, she set about to "show them she didn't care," bolstering up her waning self-regard with boasting tales of past achievements.

Assets. The visiting teacher found a good comradely relationship between the mother and daughter, respect and obedience on the part of the girl, sincere interest on the part of the mother,

who, since Dorothy's previous school record had been good, had not realized what effect the absences were having.

She also found in Dorothy, underneath her unhappiness and resentment toward her new group, a certain frankness, a willingness to face her own difficulty, and a readiness to respond to a sympathetic friend.

Measures found effective. With improvement in the mother's health and new realization of school difficulty, the attendance was more regular. Continued contact with Dorothy and several long talks helped the girl to see just why her behavior had alienated her group, and made possible several suggestions which led to improvement of her untidy appearance, style of dressing, and boisterous manner.

The teacher, because of the new information, aware of the other side of Dorothy, helped with encouragement and by giving the girl little responsibilities in the classroom. A few older girls the visiting teacher knew and could trust were asked to make more friendly advances and to help the newcomer adjust.

Dorothy responded by attacking her problem directly, and showing by the end of the year considerable improvement.

Some children enter the school race with a severe handicap in the shape of the reputation of brothers and sisters who have gone before. The teacher's or principal's attitude of "Oh, we know the Williamsons—they are a lazy lot," is really no harder for an ambitious and hard-working Williamson to bear than is one of "Well, Jim, we expect great things of you, with two brothers valedictorians"—for a Jim who has neither the inclination nor the capacity of a valedictorian.

There is still a feeling in some school systems that, for the sake of the larger number, it is good policy to eliminate problem children from the regular school. It is the visiting teacher's function to emphasize the importance of trying to eliminate the problem rather than the child. Her cases will often show that passing such children on to another class is, as a rule, really avoiding a responsibility. Exactly as it may be a reflection on parents to admit their inability

to cope with a problem by sending their child to an institution, so it may be a reflection on the school to expel a child, thus confessing that nothing further can be done. There are times, of course, when changing a child from one class or from one school to another is part of a well conceived plan of adjustment. It may be that the "black eye" which the child has secured among his fellows will stand in his way permanently and that with a fresh start in a group where he is not known he may be better able to go forward. This type of change, with a very definite objective for the child, is, of course, quite a different thing from removing children in a wholesale fashion primarily to be relieved of their problems.

One of the visiting teacher's most important functions, therefore, is to interpret the child and his home to the school, explaining to the teacher his peculiar problems and difficulties. It is inevitable that the teacher will take a different attitude toward the child when she understands his difficulties at home. She cannot fail to change her emphasis in the case of one who is doing poor work, for example, if she knows that he has been up night after night with a sick brother. As the visiting teacher must, of course, respect the confidence of the parents, she may not always feel justified in discussing all the details of a family situation, but resourcefulness will usually enable her, without breaking any confidence, to convey enough to make the teacher understand the child's problems and to indicate how the school can help to meet the situation more effectively.

The visiting teacher's knowledge of the resources of the school, and of the child's home background and environment, will make it possible for her to offer constructive suggestions as to what may actually be done. In the study previously quoted, the following measures in assisting the school to adjust the child were found to be most effective:

Bringing about better understanding of home situations	4552
Changing school's attitude toward child	2799
Modifying school program	1232
Cooperation by:	
School nurse	1242
Psychologist	1130
Attendance officer	405
Other specialists	97
Class teacher, through special services	780
Changing child's location to:	
Another regular class	757
Special class	140
Another school	584
Excusing from attendance for special reasons	61
Giving special financial assistance	39
Organizing special clubs	10
Making special arrangements for employment	14

Some adjustment in grading may be suggested, particularly in the case of over-age children when the solution may lie in permitting the child to go into an advanced grade for certain subjects. Frequently special adjustment classes are found to be of great assistance. Special tutoring, oftentimes, can be arranged to meet the needs of children who are having trouble with certain subjects, who have missed some weeks of school, or who have encountered difficulties incident upon transfer. Not only is this true in cases of poor school achievement, but the child may be adjusted to his social group by having interpreted to him the reasons for his failure to get on with his classmates, or by being encouraged to join clubs or athletic teams or enter actively into the social life of the school.

In some cases the visiting teacher may find it best to remain more or less in the background, so far as contacts with the child are concerned, and to use her knowledge of the situation in helping the teacher to bring about more desirable responses from the child. In other cases she may find it wiser to act for the teacher as the child's adviser while she is interpreting one to the other and bringing about better understanding.

Of course, the treatment will not be the same in the case of younger and older children. With adolescents there will be a larger number of difficulties arising from the child's trying to establish independence of parental control, and from his sexual development. Social relationships will involve frequent difficulties. Vocational guidance will be another problem in the older group, and where no vocational guidance service is provided, that will frequently become a part of the visiting teacher's work.

As Dr. Truitt says, "Actual observation of the average adolescent reveals instabilities more or less inevitable when the problems involved are considered. The individual undergoes certain physical changes which affect his whole attitude and the range of his emotional interests; he has a new sense of his own ego, his own individuality, his separateness from the adults of his world; he has to break away from the domination of home and his infantile dependence on his parents; he must find expression for an individuality he does not himself understand and struggle with new idealisms and fantasies, as well as with the disllusionments in which they result; and finally, he has to choose a vocation when he is most at sea about his own abilities and about the demands reality will make upon him."[3]

Perhaps the greatest difference in the visiting teacher's treatment of these different age groups lies in inspiring more individual initiative in the older child. It is essential that the latter be allowed to assume a large share of responsibility for his plans and to have the sense, so far as possible, of being a self-directed person. Older children often have ability to plan for a goal several years ahead, if they realize its importance and understand the difficulties involved. This does not mean that the older child does not need

[3] Ralph P. Truitt, M.D., "Adolescent Instability," *Hospital Social Service*, September, 1925.

counsel and help in making his plans in almost the same degree that the younger child does, but that the way in which the assistance is given is different. It is not so much a difference in the amount of help to be given as in the technique required. The adolescent is called upon to adapt himself more to circumstances, while in the case of the younger child there is a greater attempt to mold circumstances to his needs. Young children usually are less able to see the social consequences of their behavior or its ultimate effect upon their own character; and rewards, therefore, must be immediate and concrete. But as individuals vary astonishingly in these respects, regardless of age, these differences must be regarded as general and relative.

SECURING ADJUSTMENTS THROUGH GROUP ACTIVITIES

In connection with her case work for the individual child, it is economical of time and energy for the visiting teacher to stimulate the creation of special group activities, when the interests of individual children demand their formation. Such group work often proves to be an effective method of combatting delinquency, as well as an aid in effecting other individual adjustments. For example, one visiting teacher who found a number of nine and eleven year old boys organized as a "Sharp-Eye Gang" for the purpose of acquiring knowledge of adroit shoplifting, turned to the school to see how it could deal with this situation. These boys were assigned to a high school senior for shop work after school hours—an arrangement which proved to be a partial solution of the boys' problems by providing for them wholesome social intercourse and a legitimate outlet for their energies, as well as association with an older boy who commanded their respect.

Sometimes, this group work can combine and vitalize a number of interests. The following situation in one

school is an example of this point. Several older girls, representing the best in school standards and progress, were ready for an opportunity for social service. A group of younger, neglected, untrained girls were in need of guidance. A teacher was free to give some time outside of her classroom duties. A librarian wished to increase intimate contacts with school children, and some volunteer friends enjoyed giving children a good time. A plan was worked out in which all participated. Each of the older girls adopted a little girl and met her each morning before school to check up on promptness, neatness, and homework, thus helping to start the day right. Once a week the class teacher took the "big and little sisters" over to the library for reading and for a story hour. Once a month a party was given to the "little sisters," the entertainment being provided by the older girls. Occasionally a treat was given to the older girls by the volunteers who were interested in the project.

Occasionally the visiting teacher finds it desirable to organize a special group for the benefit of one child. It goes without saying that this is done without the real reason being known either to the group or to the particular child involved. One visiting teacher was confronted with the difficult task of finding a wholesome outlet for an irresponsible girl. This girl possessed unusual interest and ability along dramatic lines, but was prevented by her school difficulties from taking part in the regular school dramatics. With the cooperation of one of the younger teachers, the visiting teacher worked out an afternoon dramatic club. This teacher was able, deftly and inconspicuously, to give the girl an opportunity not only to find scope and expression for her special interests, but also to develop the needed sense of responsibility through exercising leadership. Moreover, in this instance as in many others, the club gave an opportunity for the girl to build up a

new reputation in the eyes of her mates and the school. Although this dramatic club was created and managed with particular reference to one problem child, no member was aware of this fact and a large number of children profited by participation in the group activity.

By no means, however, is the organization of such clubs always the outgrowth of the special needs of one child. They are more frequently suggested by a general need of which the visiting teacher has become aware through contacts in the district. It is hardly necessary to comment on their wide variety—the sewing club, the school orchestra, the nature, nutrition, cooking, and athletic clubs, and the rest. Usually the visiting teacher's function legitimately ends after they have been well organized and can be taken over by some other person interested in the group. They also have many values quite apart from their immediate help to the child. They have certain values for the school, often bringing out an extended use of the school plant—throwing open the gymnasium to the children a certain number of days a week, or permitting them to use classrooms as meeting places after hours. They mean additional pleasant associations with the school on the part of the child. They often serve to increase the teacher's knowledge of her pupils as she watches them under different conditions or hears of their achievement through the club leaders. A teacher cannot fail to find it illuminating, for example, to see a certain child who for weeks has struggled unsuccessfully with fractions or with spelling, easily assume leadership in a social group or display marked ability as the stage manager of a dramatic club. Progressive school systems are, therefore, increasingly making provision for a wide variety of such clubs, not only in connection with their recreational activities but also as a fundamental part of their educational program.

In connection with this group work, the visiting teacher will find it an excellent plan to enlist the help of volunteers. Not only can they be of invaluable assistance to the children, but there is no more effective way of arousing the interest of outsiders in the work than to have them actually share in it. Volunteer workers have conducted bird clubs, dramatic and similar types of clubs with marked success and have been most helpful in conducting story hours for groups of children and in taking them to various points of interest in the community. The Junior League of New York, for example, has cooperated extensively with the visiting teachers of the Public Education Association in this way for many years. Similar leagues in several other cities, as well as various other groups of interested women, have also been of great assistance, and former teachers are occasionally glad to help individual children or to aid in group work.

CONTRIBUTING TO THE GENERAL SCHOOL LIFE

In addition to these special activities which grow out of her case work, the visiting teacher will naturally contribute, from time to time, to the general life of the school. Just as the classroom teachers turn to the art teacher for assistance in matters related to her field, such as the selection of pictures, artistic mounting of maps or specimens, or for advice regarding costumes and stage settings for school dramatics and pageants, so they will turn to the visiting teacher for assistance along the lines of her specialty. Because of her many outside contacts she can help with specific methods of handling special disabilities in reading and in other subjects, suggest ways for stimulating interest in social subjects, and advise on philanthropic projects at Thanksgiving time and on other occasions. In the special contacts of the school with outside organizations, such as

the organization of a Junior Red Cross or of civic organizations for young people, and the like, she may also be able to advise and assist.

One of the most important ways in which the visiting teacher can assist the school as a whole is in judging the extent to which the various subjects studied in school are functioning in the child's life outside. She can often help to answer such questions as these: "Does the civics course function?" "Do the girls practise their home economics?" "Can the school do more to interest the parents in manual arts or in trade courses?" "How can the teacher work out practical adaptations to make the course of study fit special situations?"

Because her work with particular children is constantly requiring special activities which will increase their interest in school work—or finding activities which will make school work more interesting to them—the visiting teacher often sees opportunities for adapting or extending the use of the school's facilities in ways which might not occur to the principal or teachers, whose attention is more often centered on plans and programs for the majority of the pupils. To illustrate: one visiting teacher, after enlisting the interest of the principal, induced the teachers of home economics and manual training in a high school to admit to their classes a few retarded and borderline children of high school age, but of elementary school grade, who would profit by association with the older boys and girls as well as by the special training offered in these departments. This plan, begun with great doubt, worked out satisfactorily. Another visiting teacher arranged for cooking and sewing classes in the high school for older girls of foreign birth who were held in the lower grades largely on account of language difficulty. Still another had a group of adolescent boys formed into a class in "camp cooking" where they were held largely

responsible for preparing meals. Another arranged for invitations to special problem boys to fill any vacant bench in the shop.

One visiting teacher, whose school was providing lunches for its children, saw that a larger service could be rendered by also providing breakfasts for a group whose mothers worked on an early shift and were away from home for the breakfast hour only.

The visiting teacher's contact with parents and with the neighborhood often enables her to determine the extent of certain problems more readily than can the teacher or principal whose field is limited to a class or to a school. One visiting teacher who regarded the large numbers of children leaving full-time school to enter continuation school as a challenge to the school authorities, felt that the most effective way of attacking the situation would be by assembly and presentation of actual facts. She enlisted the interest of the state teachers' college located in her community which assigned several students as assistants, and valuable data was secured as a basis for constructive action. Another visiting teacher played a large part in establishing a reading clinic which was directed and supervised by a committee composed of the head of the department of research, the school psychologist, the supervisor of primary instruction, the assistant superintendent, the principal, and the visiting teacher. Twelve children were selected from three grades on the basis of psychological and educational tests, physical examinations, and a social study. For a fifteen-minute period daily these children were placed in charge of the best reading teacher that could be secured for coaching and special study.

Other innovations which visiting teachers have helped to bring about include: the establishment of special classes for dull-normal, precocious, and over-age children; classes in

manual and industrial training; classes in housekeeping and nutrition; and group tutoring.

These examples suggest many ways in which the visiting teacher's findings may be useful in the general evolution of school practice. Most of her data are not consciously secured but accumulate as a by-product of her actual work with children. She is thus in a unique position to gather practical evidence bearing upon many of the broader educational problems that are greatly in need of investigation. She can present facts, for example, which throw light on such questions as: "How does the extra promotion of the superior child actually work out?" "What is the effect of the special classes upon the pupil and upon the family to whom it brings a certain amount of social embarrassment?" "What is to be said for excusing a student who is continually failing from further contact with the special subject?" "What is to be said for the policy of promoting a child who has continued to fail in one subject?" Gathering data of this sort is a contribution which the visiting teacher makes of great potential value to departments of research in school systems and to departments of education in universities.

CHAPTER II

HOME SITUATIONS

The study of the child's problems leads the visiting teacher directly to his home in almost every case. Frequently no further introduction is needed than to present herself as a teacher from the school who is becoming acquainted with the families of the pupils. As a representative from the school she rarely finds anything but a hearty welcome. Her interest in the child is a positive, not a negative one. Her object is neither punishment nor law enforcement. On the contrary the purpose of her call is solely in the interest of the child and his development. As with the child, her connection with the parents is a natural and informal one; to approach them simply as a "friend of Andrew's from the school" is very easy.

Experience has made it clear that many of the symptoms, manifest in school behavior as well as failure in learning, result from situations existing in the home. Home conditions, parental attitudes, and unwise discipline appear frequently in the records of visiting teachers as handicaps to the child's development. On the other hand orderly, well directed homes, harmonious and happy relations between parents and children, and wise supervision of the child's activities as assets in the child's development appear almost as frequently.

ASSETS AND LIABILITIES IN THE HOME SITUATION

In the National Committee's study the outstanding liabilities and assets in the home situations were found to be as follows:

LIABILITIES		ASSETS	
Attitude toward the child		*Attitude toward the child*	
Too indulgent	2442	Free from indulgence	1222
Too severe	1878	Good discipline	1012
Partiality to particular children	368	No apparent partiality	2152
Lack of supervision	3120	Adequate supervision	1791
Attitude toward the school		*Attitude toward school favorable*	2755
Lacking ambition	2245		
Over-ambitious	306		
Lack of cooperation	3159		
Conditions in the home		*Conditions in the home*	
Lack of harmony	2029	Harmonious relations	2457
Broken home	827	Good moral influences	2226
Alcoholic parents	418	Opportunities planned for study	1191
Immoral conditions	584	Regular hours for sleep	2214
Lack of opportunities for study	1305	Adequate opportunities for play	1782
Inadequate opportunities for sleep	930	Good dietary	2016
Lack of opportunities for play	960		
Improper diet	1405		
Family status		*Family status*	
Chronic poverty	1832	Economic status sound	2758
Temporary economic strain	730	Good social position	479
Periodic economic strain	1125		
Maladjustment due to foreign-born parents	736		

A thorough understanding and appreciation of the parents' attitudes toward the child are, as every case worker knows, important pre-requisites to the establishment of cordial relations with them. One must be prepared for the discouragement and over-sensitiveness which emotional tie-ups with the child and closeness to the problem inevitably put in the way of their seeing things clearly. For this reason, the indirect approach with parents, as with children, is sometimes the best. Sometimes, in fact, it is advisable to make the initial interview center around matters of general school interest, and to postpone discussion of the particular difficulty of the child until satisfactory working relations have been established. This might be true, for instance, in a case of suspected stealing or in a case where parents' attitude to the school had been hostile or resentful of earlier criticism. In general, however, the approach will be direct. Parents usually know

that something is wrong and respond to the visiting teacher's recognition of the fact that the parent is the person who is most concerned, and therefore welcome any possible light and assistance on the problem. Time and misunderstanding will often be saved by the direct approach, sincerely motivated and made sound by friendly contacts. School not only affords a natural acquaintance with the child, but offers many points of contact with parents besides the immediate reason for the child's referral to the visiting teacher. Meetings of the Parent-Teacher Association and other school functions give the visiting teacher an opportunity to meet parents casually.

In spite of this easy approach through the avenue of the school, the problems which the visiting teacher finds in the home are far from simple. Parents themselves are frequently unaware of the actual emotional situation existing between them and their children and are even more unlikely to be conscious of the effect upon the child and his success or failure in his school life. This is true in only less degree in regard to other factors in home life. The child often behaves very differently in school than he does at home. The school which sees him as part of a group has a better opportunity than the home to detect certain difficulties in the making. To bring the real situation to light and to interpret its significance to parents are among the most difficult tasks facing any social worker and cannot safely be undertaken except by those who are equipped through study and experience.

DEALING WITH FACTORS IN THE HOME SITUATION

Surely in considering family life, the parents should be the greatest asset in a child's development, but, unfortunately, the experience of those who have dealt with children in difficulty makes it clear that only too often, through

untoward circumstances, through ignorance, through lacks in their own personal development, the kind of relationship parents have built up with their children tends to be a real liability in the child's life. To understand any present situation of poor personality relationship, one must know the family attitudes and the emotional experiences through which the child has passed, and what needs these have left unsatisfied. If, in the discussion of home factors here, emphasis seems to be put upon those which are negative or harmful to the child's development, it is not through any failure to appreciate the positive and helpful factors which often exist side by side with those that are destructive.

The parent who babies her child or indulges him is creating just as serious a problem as the one who maintains too rigid discipline or does not allow the child enough freedom for recreation and self-expression. The parent who dominates through force or the one who holds the child by affectionate dependence are both standing in the way of the child's independent development into adult thought and action. The child may be seriously handicapped by fears, perhaps acquired through imitation or deliberately fostered by the parent in an attempt to protect him from harm. An actual adoption of a particular fear is illustrated by a nine-year-old boy who refused to play outdoors in melting snow even though adequately booted and sweatered, because of his mother's repeated warning of the dangers of catching pneumonia if ever his feet were wet.

The parents' very hopes for the child may prove to be a drawback. Thus, the over-ambitious father may attempt to have his son choose a higher goal than the ability of the child will permit him to attain. He may tend to force his daughter into some line of work more attractive to him than fitted to the girl's nature. The case of Helen well illustrates this type of parental maladjustment. Helen's

parents, professional people of a rather academic type, were extremely distressed and humiliated by their daughter's shortcomings along academic lines. They were particularly troubled over her difficulty with Latin. Although the girl had repeatedly begged to be allowed to drop this subject, her father insisted that she continue with it, as he considered a grounding in Latin to be an essential part of the equipment of an even reasonably well educated person. Accordingly, Helen was forced to struggle along, not only facing failure in her day to day work but also rapidly in danger of completely losing faith in herself.

The visiting teacher found that this child was doing outstanding work in domestic science and had great aptitude for all kinds of concrete work. After some time, and with the backing of the teachers, she was able to convince Helen's father and mother that her excellent ability in this line of work was as commendable as achievement in any other line and that it was one which offered a definite future to a girl. Accordingly, with their permission to drop Latin and to specialize in household arts, Helen's belief in herself began to be restored.

Quite unconsciously the father may try to realize in the child some frustrated early ambition of his own. On the contrary, the failure of a man to succeed in his own life plans may be reflected in some maladjustment which can be traced not to an effort to dominate his child, but to a feeling of jealousy toward him. The resentment may be directed partly to his own child and partly to society which is granting opportunities to the present generation withheld in his own.

Over-pressure on a child to make use of educational opportunities, the value of which the parents have learned through a lifetime of experience, is a common cause of misunderstanding between parents and child. If the child

fails in his limited experience to appreciate his opportunity and to take full advantage of it, the parent often feels bitter disappointment and resentment which reacts disastrously upon the child. Failure of parents to realize that children cannot get experience second-hand is a factor with which visiting teachers must constantly reckon.

It is a handicap for a child to feel himself over-shadowed by a brother or sister, and parents' partiality shown to particular children often retards the development of others in the family. This was the case with Henry and John, twin boys who could not seem to get on together, who were continually quarreling in school and telling tales on each other at home. Their quarrels became brawls and finally relations grew so strained that the school work of both the boys and of their classmates was seriously interfered with. In this case the root of the difficulty was found to lie in the fact that the mother of the boys was secretly more fond of Henry than of John. She was, however, so afraid of showing her partiality that she unconsciously withheld from Henry her sympathy and understanding. On the other hand, as John was the slower of the two, and the one less able to take care of himself, she continually advised Henry to look after him. This Henry did in a thorough and obvious fashion, trying to gain his mother's approval and affection, of which he was uncertain. John, on the other hand, was continually being irritated by what he regarded as Henry's uncalled for solicitude for his welfare and interference in his activities.

As significant, from the child's point of view, as the relationships between parent and child, are the relationships between the father and mother themselves. The feeling of insecurity which is developed in a child through lack of harmony between his parents cannot fail to be a tremendous handicap. The child inevitably reflects their

emotional conflicts. It is difficult for adults who have had a happy childhood and a harmonious home to realize how keen sensitive children are to disharmonies in the home and how cruelly they may be torn by the pull of loyalty to both parents. One boy who was asked by a visiting teacher what he most wished, replied, "That my father and mother both live at home again." Looking back over a sad experience, a girl said, "Many a time I prayed to die because my parents quarreled so." A child who has cause to feel ashamed of his parents because of moral lapses or for any other reason also has a real cause for unhappiness.

While difficulties are not necessarily inherent in the homes of foreign-born parents, and these parents are not as a rule uncooperative or unsympathetic with the school's aims, the gulf between standards of parents and children in families of recent immigrants frequently entails difficulties and bitter experiences for the family and the school. Such difficulties are apt to become intensified in situations where a break between two generations is always imminent owing to rapidly developing differences in traditions. Not only do children naturally assimilate new customs much more readily than their parents but their greater ease in mastering the language and their more varied relations in the school gives them an advantage over the adult in wider acquaintance with people and customs. These facts put them in an unnatural position of leadership.

Failure to understand each other's point of view often results. The puzzled parents are apt to blame the school for alienating the child from his allegiance to the old-world customs. An example of this is the case of a Russian girl whose father left her in Russia for a time while he tried to make a place for himself here. In his absence the girl developed a certain amount of independence, and this

independence was later accentuated by events in her life in this country. She learned the English language more rapidly than her father and absorbed American ideas concerning freedom. The father, on the other hand, felt that the daughter's only object in life until she married should be to serve him. When the girl came home at night she refused to work in the bakery and insisted upon studying. As a result of these divergent points of view, a bitter antagonism developed on the part of the parent toward the school.

From the point of view of the second generation, failure on the part of the foreign-born parent readily to adopt American customs and manners may be cause for shame and humiliation. For example, shawls versus hats, observance of foreign holidays versus American holidays, objection to girls going out after dark versus loyalty to the basketball team, may become vital issues which affect relationships between school and home.

It is equally unfortunate for the child of foreign-born parents when he fails to understand and appreciate the values that are to be found in the folk culture of his parents. The great advantage of being familiar with two languages and the possibilities of breadth of culture which are available in his old country heritage should be continuously pointed out to him.

In working with foreign-born parents it is necessary for the visiting teacher to take time and pains to understand sympathetically the background of the nationalities with which she comes in contact. While a fluent knowledge of the language is seldom possible, even a few words of greeting in their own tongue tends to smooth the way with those who are inclined to be suspicious. From the point of view of the child and the adjustment of the whole family it is as important to appreciate and preserve what is good in the old ways and customs and to interpret them to

neighbors and school as it is to accomplish the opposite task of interpreting the ideals of his new country to the stranger. Possibly we have valued the first opportunity less than the second.

Certain rather obvious physical disadvantages, such as lack of nourishing food, poor housing, with consequent inadequate air and light, crowded sleeping conditions and lack of privacy, result from unfavorable economic conditions. This opportunity for privacy and a place for his own possessions is important in a child's successful development. Emotional situations which must be taken into account result sometimes from these strained economic conditions. Though less obvious, they are often more insidious and more disastrous than the physical disadvantages. A feeling of insecurity, shame, discouragement, depression, tension, and irritability often follow in the wake of straitened circumstances, to the disadvantage of the child as well as the adult. Particularly is this true when circumstances compel a lowering of the standards of living. Within certain limits the child feels the economic situation hampering only when it is markedly different from that of his friends and neighbors.

Few parents neglect their children intentionally, but, through pressure of over-work or unfavorable working conditions of wage earners, actual neglect does occur. Not infrequently, where food is ample, children are improperly fed because of poor cooking, ignorance in regard to diet, or irregular meals. The absorption of both parents in wage earning may cause a child to be entirely unsupervised and without oversight as to his companions. These forms of neglect are by no means confined to the poor. They exist also in well-to-do families. In the latter are found, also, over-stimulation and pressure from a multiplicity of interests, such as dancing and music lessons, with the strain

which results from too much practice or the nagging from ambitious parents which too often accompanies it.

Parents may be really uncooperative, or antagonistic, or simply in awe of the school. Their antagonism is often the result of unwillingness or inability to understand what seems to be the inexorable working of the school machinery as it applies to their particular child. For example, the resentment of parents whose child is compelled to attend school in a district selected by the authorities, rather than in the school which seems to the parents more convenient, arises from a lack of understanding of the exigencies of the situation. Parents who are asked to place their children in special schools for the mentally retarded find it difficult to look at the matter objectively.

The following case illustrates a common misunderstanding of school regulations:

Problem as stated. Child failing in school work. General attitude toward school one of discouragement and hopelessness. No cooperation from family.

BOBBIE
Age, 7 years

Underlying difficulty. Child naturally slow in his work. Mother antagonistic toward school because of lack of understanding of rule that parents may not help children with home work.

Measures found effective. Explanation made to mother as to reasons for the rule. Advised ways in which she could assist school work without interfering with school's methods. Explained value of supplementary reading and suggested she get books from library to help child with his reading. Advised ways in which through play and home responsibilities she could build up his self-confidence and independence. Secured mother's visit to class to observe children's work. Arranged for opportunities in school for more active participation in games and activities in which child could join successfully.

Often parents carry over an antagonism which they as children felt toward the school, particularly if they had the misfortune to associate their teachers with over-domina-

tion or humiliation, or if they left school with a feeling of failure, disappointment, or dissatisfaction. A whole family may hold over a feeling of antagonism toward a school or a particular teacher because of the difficulties previously encountered by an older child. The ultra-conservative parents satisfied with schools "as they were when I was a boy" feel another type of resentment, especially toward the progressive school. Some parents, who object to new methods of teaching, new types of school organization, or the introduction of new subjects, counteract the influence of the school by sending to it pupils whose hypercritical and uncooperative attitude is a direct reflection of, if not on, the parents' own outspoken criticism.

Many parents fail to cooperate with the school, not through resentment or fault-finding, but through failure to realize the importance of their active participation in the children's progress and school experience. They have looked upon education as the school's job, a technical matter beyond their reach or outside their responsibilities. Their indifference is not an actual apathy so much as a feeling of remoteness and a failure to realize that education is a cooperative enterprise in which the home base is as important as the school base.

This sense of remoteness and isolation is felt especially by foreign parents. Without any knowledge of our school system and frequently with little or no experience with the schools of their own native land, foreign parents send their children to school in an unknown world, not indifferently, but with that poignant sense of helplessness and remoteness felt by one left on shore as a ship sails away. Much is done to break down this feeling of separation from their children in the kindergarten where an effort is made to bring the home and the school together, or where there are home teachers or where an active parent-teachers' asso-

ciation makes this a definite objective; but without such aids the sense of isolation often develops into a phlegmatic indifference.

So much was this feeling of isolation from the school deprecated in one community that the visiting teacher made it her special task during the first six weeks of school to call at the homes of all strangers in the school community with the special object of counteracting it. An exhibit of the handicraft of foreign families in another community had excellent results in getting foreign parents, fathers as well as mothers, to visit the school; in making them feel that the school people are appreciative of their arts, are interested in them and want to include them and their children in school activities. In another place it was planned to hold special group meetings of mothers who spoke the same language.

How effective a visit to the school may be made is shown by the case of Manuela's mother. The nurse had been trying for a long time to get her to buy glasses for little Manuela who needed them badly. Manuela could read well enough from a book. Her mother had never been inside a schoolroom—how could she understand that school was not just reading books? Naturally, glasses for Manuela had seemed to her an unnecessary expense. The visiting teacher, whose help the nurse had asked, persuaded the mother to visit the school. There she and the teacher arranged to have the lesson necessitate reading from the blackboard. Manuela was too near-sighted to read anything several feet away and it was obvious to her mother that she could not compete with the other children. After class they drifted into the nurse's office, and the subject of the glasses was broached; then and there the well-meaning mother went down into her stocking and produced money for the glasses. Moreover, a visit to the kindergarten con-

vinced her that school was really a marvelous place. "I send Rita tomorrow," she said—Rita having been of kindergarten age for some time but kept at home because the mother didn't see the sense of so much school.

Because of an attitude of seeming indifference, even fairly well educated people fail to assist in their children's education as much as they might. For example, a Polish father, who could not learn to speak or write English fluently and therefore had never thought of offering his son assistance in school work, was delighted with the knowledge that he could help him with his multiplication tables. A bond of interest between the two generations was thus established. It is hard for those who have grown up in homes where parents were interested in their education to realize what a handicap it is for a child to return day after day to a household in which no spark of interest is shown in his achievements or in the new interests or the disappointments and defeats that loom so large to a child. Educationally, many children go alone from the beginning.

In the transference of authority and leadership which takes place from mother to teacher an occasional jealousy somewhat subtle and difficult to define may grow up between the two. Both may assume a too possessive attitude toward the child. The teacher often takes it for granted that the home should accept the school's point of view, while the home may be jealous of the school's hold on the child and the influence which it exercises over him.

Misunderstandings often arise from conflicting standards of behavior. The teacher's demand for cleanliness of person and dress, for a clean blouse every day, for instance, may seem unreasonable to a mother of many children burdened beyond her strength with their care. A mother may consider cosmetics indispensable while such accessories of the toilet may be anathema to the teacher. These mis-

understandings, trivial though they may be, are sometimes far-reaching in their effects on the harmony of effort between home and school on the child's behalf. The visiting teacher can often do much to bring about a harmonious understanding between teacher and parent, interpreting each to the other. However, the fact that the visiting teacher is available should never be allowed to take the place of contacts between mother and teacher which are essential to both. Experience has shown that where there has been a skillful visiting teacher in a school, the insight that the teachers have gained as to the value of knowing their children's homes and parents has led them to do more rather than less home visiting.

It is particularly important for the visiting teacher to explain to parents certain standards of achievement required in school work and in behavior for certain ages. They should understand, for example, the effect upon the child of the various transitions from grade to grade which he makes in school. They should understand the effect upon him of the increased independence allowed him when he enters grades where work is departmentalized. Some children have developed serious difficulties because of their inability to make these transitions successfully.

Nothing is more illuminating for parents than to observe their children under new circumstances, especially if it may be done without the child being conscious of it. Because of affection and close contact, parents frequently are blind to the real facts regarding their children. A child's abilities or limitations may be exaggerated, ideas regarding school or playground situations may be distorted, too much blame placed on the child or too much fault found with the school.

The visiting teacher can do a great deal to give the necessary perspective. She has the advantage of constantly seeing the child as a member of his group and of comparing

his achievements dispassionately with those of other children. Having discovered by watching the child in school his aptitudes and abilities, the visiting teacher can stress them to the parents, giving concrete evidence of the child's achievements. It may not be enough for the visiting teacher simply to inform parents of these aptitudes, for while they may admit certain abilities in a child, they may tend to discount them because of some peculiar sense of values or some preconceived idea or prejudice. The visiting teacher's position in the school enables her to demonstrate the value of the child's aptitudes, showing the parents that whether or not they personally place value upon their child's natural gifts, nevertheless, his teachers value them. It is possible to show that his achievement in comparison with his schoolmates' gives promise that he will be able to lead a happy and useful life, even though along a different line from the one which his parents had planned. It may be necessary to remind the family repeatedly of the desirable traits and natural abilities of a child and to emphasize them in a variety of ways. For even after they have seen and acknowledged a child's good points, it is only too easy to slide back into their old attitude of looking upon him as a bad child. This is particularly apt to happen, if the child does not "reform" at once. The vices blot out the virtues. But, if the visiting teacher can bring favorable reports from time to time of the part the child has taken in various school projects and of his progress in certain subjects, she can often raise his stock with his family.

It is sometimes helpful to parents to tell them about the experience of other parents whose problems are similar to their own. While sometimes one must be careful to avoid using the names of the persons involved, at other times it is of mutual advantage to bring together parents

who have children with similar problems so that they may exchange experiences in regard to ways they have found effective in meeting their difficulties. Conferences of this sort may be arranged informally through small groups for child study within parent-teacher organizations or mothers' clubs.

CHAPTER III

COMMUNITY FACTORS

THE CHILD with whom the visiting teacher works constantly mirrors his community. To point out his perplexities, his maladjustments, and his various difficulties is often another way of saying that his town lacks breathing spaces, that his only playground is the buzzing street, or that his parents are foreigners, who, through no fault of their own, are remaining foreigners, isolated, cut off from their American neighbors. Or to suggest his difficulties may be a way of saying that his community has the facilities for his healthy growth, but that so far as he is concerned, they do not function, because he is not put in touch with them. The adjusting of any child is a cooperative affair, the work of many hands. Public and private social agencies and private individuals all have a share in it.

GETTING AT THE FACTORS IN THE COMMUNITY

In getting at the factors in the community situation which enter into the children's problems, experience has shown that the visiting teacher greatly facilitates her work in the long run by taking adequate time to become acquainted with the city, the particular school district in which she is to work, and the social agencies with which she will cooperate. Communities are somewhat like people in that their external differences are evidences of a deeper, psychological difference. Some towns are sprawling, others are closely built; some are roaring industrial centers, others quiet residential towns; some bristle with tall tenements, others are made up of squat, geometrically laid out bunga-

lows. As they differ in physical aspect, so does the "community personality" differ. There are the wide-awake, progressive towns, the conservative or lethargic ones, the generous, the close-fisted places, the ones bursting with civic pride, the ones that do not seem to care one iota what becomes of them. Some communities build slowly and on sure foundations, others tend to be over-enthusiastic, and with these latter communities new developments are apt to be mushroom growths. To work successfully in any of these places the visiting teacher must obviously be thoroughly conversant with them and have a very real appreciation of their psychology—she must in every sense be "on the inside looking out."

A visiting teacher who is the only representative of her profession in the school system, naturally studies the community as a whole more thoroughly than one who comes as a member of a staff already organized and who needs, rather, to become acquainted primari y with the district in which she works. Even if she has been a resident of the community, she will want to study it afresh from the point of view of her new work, as there are doubtless many things that she has not known well or has not seriously considered before, especially the facilities of the social agencies that can be of most help to her in handling her cases intelligently.

As the neighborhood forms the general setting for her activities, however, she is particularly interested in becoming thoroughly familiar with the local forces that are affecting the children wholesomely or otherwise. She seeks out, for example, the organized recreational centers—indoor and outdoor—the playgrounds and the parks, as well as the vacant lots that are used for baseball fields, the alluring freight yards or docks, the engine house, and the other haunts of boyhood. She thus acquires a working fund of

information that is illuminating in her case work, as well as to the school and to the parents of her children. She learns, for example, where the pool halls are located, which motion picture houses show the more lurid and dramatic pictures and which the better ones. She knows the newsstands where salacious literature is sold, and the stores that have gambling devices. At the same time she also discovers the possible sources of cooperation—not only the social workers and social agencies, but the trades people, local physicians, parish priests, ministers, the "cops" on the beat, the postmen, etc., who can often be of real assistance. Frequently she prepares maps of the neighborhood, on which the most significant facts of this character are indicated by colored pins and which are particularly helpful in guiding the school and other agencies in taking constructive action.

The variety of conditions in the community that were considered as significant in 8500 cases is indicated in the following summary:

ADVERSE CONDITIONS		HELPFUL CONDITIONS	
Lack of supervised recreation	2832	Good recreational conditions	1618
Unwholesome recreational facilities	1308	Good moral tone	2211
Unwholesome companionships	1626	Adequate law enforcement	1474
Immoral practices in the community	732	Good housing conditions	2418
Inadequate police supervision	398		
Bad housing conditions	1558		
Shifting population	1192		

The outline below suggests factors in the community setting which are important for the visiting teacher to know. Where no agency exists for the purpose indicated, the names of other organizations, individuals, or groups that can be used instead should be substituted, such as clubs, churches, lodges which give relief, or persons who are particularly interested in work with boys or girls.

1. What is the general character of the population?

History of community—when—by whom settled—what attracted settlers to it?

Note particularly how the community is divided socially, economically, and by differences of religion and nationality. In the case of a county, note the rivalry between towns. What is the attitude of the community generally toward new ideas and progressive policies?

2. What is the form of city government? Is there a city manager or mayor elected by popular vote? What influence does the city government have upon school policies?

3. Is the school board appointed or elected? What elements in the community are represented in its membership?

4. What are the principal industries? What are their economic status and significant characteristics? How do they affect the community? What is the prevailing wage received by large groups of workers in the principal industries?

5. What is the general standard of living? Note housing conditions and neighborhood characteristics.

6. What are the recreational resources and limitations? What is done by the settlements? Are there public playgrounds, parks, public baths, Scout Troops, Y. W. C. A., Y. M. C. A., etc? What is the character of pool rooms, bowling alleys, motion picture houses, etc.?

7. What are the facilities for obtaining volunteer service? Are there Parent-Teacher Associations and other civic organizations interested in child welfare?

8. What clinical resources are there, such as health centers or children's clinics, visiting nurses, dental clinics, psychiatric clinics, etc.?

9. Is there a family welfare agency? What other agencies give "relief?" What provision is made for the care of dependent or handicapped children? What other social service resources are there, such as "Big Brothers" and "Big Sisters" Associations, day nurseries, etc.?

10. What are the existing church organizations?

11. What provision is there for handling cases of delinquency, such as:

a. Children's Court?

b. Judge assigned to juvenile cases?

c. Probation officer?

d. Probationary or correctional institutions?

12. How many juvenile court cases were there during last school year? How many cases were referred to the court last year from the schools generally and from the particular school or schools to which the visiting teacher is assigned?

13. What are the special problems in the community that affect children?

DEALING WITH THE FACTORS IN THE COMMUNITY

For the visiting teacher such community resources are to a very large extent the tools of her trade, and knowing at the beginning which ones are available and how to use them constitutes an important part of her professional equipment.

She cooperates most frequently with those agencies which directly affect the welfare of the child, such as boys' and girls' clubs, recreation centers, psychiatric clinics, children's courts, and family welfare organizations. Visiting teachers in rural or in socially unorganized communities, however, where there is usually a dearth of such social agencies, find it necessary to discover or to devise substitutes. They may, for example, be able to interest women's clubs and church groups in giving financial aid or in assisting in family problems, or to secure volunteers to organize recreational work. Local physicians may be willing to give their services for clinical work during certain hours of the day. In some cases, the visiting teacher herself has to make up for the community's lacks along certain lines, but she strives, as far as possible, to stimulate the community itself to provide the needed facilities.

The wide variation among the social agencies in different communities makes it impossible to cite ways of utilizing local resources that are uniformly employed by all visiting teachers. One rule, however, which applies to social workers generally and which is meticulously followed by the visiting teacher, is not to undertake work that can

be performed by a social agency already organized for that purpose. She follows this rule consistently, even in cases where, for some particular reason, she may be herself especially well qualified to do the work. Referring a case to an agency does not mean, however, that she transfers it completely or drops it from her "active" list. Not only may the difficulty for which the child has been so referred be simply one of many factors contributing to his maladjustment, and not necessarily the most important one, but even when an agency has succeeded in dealing with the fundamental cause of a child's difficulty, such as poor home care due to the invalidism of the mother, school maladjustments may still be involved which require long and careful work in other directions.

As the visiting teacher usually has a special educational objective in mind in referring a child to a social agency, she takes pains to explain this objective clearly to the agency's representative, in order that the particular service which the agency can best render may be jointly decided upon at the outset. If, for example, a settlement or a recreational agency is appealed to and the visiting teacher feels that the child in question needs general recreation less than he does an opportunity to develop certain particular character traits, such as leadership or the ability to be a good loser, she should explain this to the agency and should help to work out a program of activities that will enable the agency to give the particular assistance needed. Similarly, when a family case work association is appealed to for a definite type of rehabilitation work, such as assistance in getting a father established in a new line of work or aiding a working mother to budget her slender income, the association workers should understand the significance of this service—from the school's point of view—to the general program for the child's welfare Not only

may such an understanding affect the measures taken in the particular case, but it may indicate to the family agency ways in which the visiting teacher can be of assistance on cases of school maladjustment which come to its attention from other sources, thus establishing a helpful interchange of information regarding cases in which both should be interested.

The question of the over-lapping of the visiting teacher's work with that of social agencies, and particularly the difficulties involved in several workers calling at the same home, is more of a theoretical bogey than a real issue. On the job the visiting teacher usually has a school problem in hand, and when she calls on a family it may be her major purpose, for example, to explain to the mother why some school difficulty has developed and how the school and the mother may together help the child; or it may be to report on the progress of a plan which they have earlier formulated. The worker for the family agency, on the other hand, may call primarily to discuss the advisability of moving to a new neighborhood near the father's work, in order to save rent and carfare and to conserve the energy of a father whose health is poor. Or a visiting teacher may work on a case with the social worker of a day nursery and with a Big Sister. The latter may be concerned with securing suitable recreation and companionship for the girl, while the visiting teacher may be keeping in close touch with the girl's school progress. Meanwhile, the social worker from the nursery may be primarily concerned with the younger members of the family. If these workers make a joint plan and exchange their experiences and information at regular intervals, the triple calls need not be a wasteful duplication but, rather, may serve as a helpful reinforcement of their several objectives. In other cases only one of these workers may continue to be in personal

touch with the home although each renders her particular service. However, it must be borne in mind that in all cases where several persons are working with the same family, it is highly important for them to confer regularly and at frequent intervals in order to check up on the progress of the joint plan and thus to avoid confusion.

Certain puzzling cases of abnormal behavior come to the attention of the visiting teacher, many of which may be handled entirely within the school with her assistance, particularly if the school is equipped with adequate facilities for physical examinations and mental measurements. Others may present very exaggerated forms of behavior that are not satisfactorily explained by information secured from a physical examination, or from a psychological test. In communities maintaining mental hygiene or child guidance clinics, the visiting teachers naturally turn to them for help in dealing with such puzzling cases.

The problem of deciding which child may be adequately handled by the school's resources and which needs to be under the care of a mental hygiene clinic, is often a rather difficult one. Oftentimes the causal factors of behavior are extremely obscure, the child's reactions so unusual or exaggerated as to seem to have no connection with the situations that evoked them. Some such cases indicate need for clinic care so clearly that they are referred immediately. In others, less exaggerated, there may be reasons why the case is not referred immediately and why it seems better for the visiting teacher to make a study herself. However, if as exhaustive a study as she is able to make fails to throw light on the problem, further study by a clinic is often arranged. Most visiting teachers, equipped with training and field experience that emphasize the mental hygiene aspects of child and family life, have developed an ability to judge the factors involved and to select their "clinic" cases.

Definite criteria cannot be laid down, yet certain situations do stand out as being the type needing the intensive study and long continued supervision given by most child guidance clinics. One criterion is always the extent to which the child's parents themselves show a type of behavior or personality disorder that points to serious maladjustment; in other words, the extent to which the parents themselves appear to need psychiatric treatment. Child problems rooted in deep-seated psychological maladjustments of parents, and fostered by unfavorable emotional attitudes in the home, are often difficult to understand and often respond slowly to treatment. Clinics are equipped to meet this type of problem. Many other factors, definite or subtle, may enter into the judgment as to whether a child should or should not be studied by a mental hygiene clinic, but usually, like most other judgments, the decision must be made on the basis of the situation centering around the individual child.

Once a child is referred for psychiatric care, close cooperation is maintained between the visiting teacher and the clinic, especially since so much of the treatment depends upon the growing relationship and mutual understanding between the clinic and the school. In this relationship the visiting teacher holds a pivotal place. Sometimes the clinic offers a consultant service, making a study of the child and giving the recommendations to the visiting teacher who continues to carry the responsibility for the case work. In other cases, where the clinic worker may take over the case, the visiting teacher keeps in touch with the clinic staff—with the psychiatrist or the psychiatric social worker —and is often called upon to interpret and help carry out plans for treatment within the school. While the visiting teacher gains by the better understanding made possible by the psychiatric study, the clinic also utilizes the inti-

mate knowledge the visiting teacher has of the school conditions, her daily contact with the child in natural situations, and the assistance she can render in the carrying out of treatment plans.

The visiting teacher is often consulted by judges in charge of juvenile cases. In fact, her knowledge of the child and of other members of the family, and her familiarity with conditions in the home and the school, along with other important factors, frequently enable her to furnish facts and "angles" on the situation which could not be obtained from the probation officer or, indeed, from any other source. She hesitates, however, before taking a case into court on her own initiative. She is in no sense an officer of the law, and the success of her work is seriously endangered when she is regarded as a law enforcement officer in any respect. She should be looked upon, rather, as a friendly adviser, and on occasions when she does come into contact with the juvenile court or, in fact, with any tribunal, she should appear, if possible, in the role of a counsellor of the child rather than as an agent of prosecution. Where court action is necessary, she finds it wiser, in most cities, therefore, to refer the case to some agency like the Society for the Prevention of Cruelty to Children, whose work clearly includes that function.

Whenever possible, the visiting teacher establishes a routine for close cooperation with the probation officer so that she will know all the school children in her district who have been placed on probation or parole. This procedure is advisable, not only for the purpose of facilitating cooperation between the school and the probation officer, but also for the sake of the particular children involved and for the welfare of the other children in the school. Every child who has returned from a correctional institution and almost every one who has had a court experience

has been a problem child and may still be one or become one again. He therefore needs the attention of the visiting teacher until it is evident that his difficulties have been fully adjusted. The first weeks after a child has returned to school from such an institution are especially critical. Consequently, during this time he particularly needs someone to help him to get established properly in his numerous school relationships and the probation officer is usually glad to have the visiting teacher's specialized assistance. Not only in the choice of companions but in getting adjusted to the various phases of school life he needs a friend on the spot and one whom he will associate with the school, for, unhappily, the previous associations of many of these children with school have been so unfortunate that their attitude is one of suspicion and of over-sensitiveness to slights or unfair treatment. At the first sign of difficulty all their old associations are unleashed like a pack of hounds hunting down a quarry.

Visiting teachers always use the confidential social service exchange wherever this service is provided, but practice differs to some extent in various communities. Some visiting teachers use the exchange on all cases, according to the usual procedure of the case worker in a social agency. Other visiting teachers, according to a policy worked out with the superintendents and the local social service exchange, on the basis of facilities provided and the attitude of the community, register only those cases which seem to them appropriate. Those cases which involve educational unadjustment primarily, and in which it seems very unlikely that any social agencies have been or will be interested, are not registered. Under either plan, however, it is the practice to register every case where the history of the family or the child indicates any possibility of previous or future contacts with other social agencies.

The visiting teacher is as interested as any other social worker in developing a reliable exchange, and will cooperate in facilitating its use in every way.

AIDING IN THE DEVELOPMENT OF COMMUNITY ACTIVITIES

Just as the visiting teacher's case work in the school may lead to the extension and enrichment of the school's facilities, so her work in the community may stimulate action for furthering the general community welfare. The detailed knowledge of the circumstances of a large number of children which she derives from her case work, often carried on over a long period of time, brings to light community as well as school needs. For this reason, many principals ask the visiting teacher to represent the school at conferences of social workers or on committees where a knowledge of social work is required. Visiting teachers in this way have frequently represented their schools on committees whose purpose was to study general community needs and to consider ways of increasing the budgets of various social organizations.

It has already been made evident that the visiting teacher must be vitally concerned with community life at every point where it touches the life of the child, and must of necessity keep closely in touch with community agencies which deal with such matters as health, relief, and recreation. She must be familiar with child welfare laws and with the functionings of city and state welfare departments. As the welfare of parents becomes her concern because of her interest in the child, she needs to acquaint herself with the economic problems of her neighborhood and with the provisions which the community affords for meeting them. She must also recognize the importance of correlating her work with any movements in the community for adult education, such as night schools, Americanization classes,

home teaching, mothers' clubs and parent-teacher groups. All of these have a very direct relationship to her work. Occasionally when such facilities are lacking, she will be compelled to meet some of these community needs by her own efforts alone or in cooperation with other individuals whom she can get to help her. Sometimes she may find a volunteer to teach English to a foreign parent, or to organize a class for teaching English to foreigners. As a rule, however, such work, which is outside of her specific field, will be conducted by well organized agencies, and usually it will be necessary only for her to render assistance indirectly through membership on committees, assistance with formulation of plans, or campaigning and publicity.

One phase of community work in which she is particularly interested is recreation. The term "recreation" as here used has a broader meaning than that of "play" or "entertainment." It includes many activities that are considered as "educational," that make for the specific training of faculties or for the growth and development of certain aspects of personality. Participation in such activities is, to a certain extent, essential to the rounded development of every individual. When the visiting teacher finds a child whose personality is warped and who presents some maladjustment, she often finds that he lacks opportunity for adequate recreation. When these recreational activities do not exist in either the school or the community, she does all she can to help develop them.

To illustrate, one visiting teacher found a number of small boys who had banded together and spent most of their time smoking cigarettes in a cave, pretending that they were robbers and using piles of stones for gold or jewelry. She succeeded in interesting a volunteer worker in the possibility of turning into more wholesome channels the initiative and imagination which had shown itself in

this self-directed group. It was decided that this desire for a thrill could be met in a more satisfactory, although by no means ideal, way through having someone tell these boys stories of adventure. Accordingly, a story hour was instituted, in charge of the volunteer. This work was highly successful and the group grew so large as to be unwieldy. A second group was then organized and later still a third was started in another part of the town. Four volunteers finally became interested in the work. As a result of the general enthusiasm aroused in these story hour groups, and the increased recognition of the need of supervised recreation for the young people of that section, the school opened its doors to an evening community center. The enrichment of the lives of the parents and older boys and girls for whom the center was organized reacted favorably too upon the out-of-school lives of the younger children in the community.

Another interesting example of this type of activity was the work done by the recreational committee of a certain community improvement club. This committee, of which the visiting teacher was an active member, accomplished some far-reaching results. Members of the improvement club were stimulated to act as volunteer leaders of the various gangs on the community playground. Later the committee sent out a questionnaire through the school which disclosed the fact that hundreds of children would be without adequate recreational facilities the following summer. As a result of this disclosure, dramatic and sewing clubs were organized and led by volunteers. In cooperation with the parent-teacher association, the schools, and the churches, the committee planned a "community night," when games were played, carols sung, and a community tree planted.

Visiting teachers can thus be instrumental in stimulating various organizations that are working with children to

extend their activities or to organize groups in neighborhoods where they are especially needed. The Y. W. C. A. may be shown the need of starting additional sewing, dancing, or dramatic classes, or the Boy Scouts the need of organizing additional groups. For children who are too young to be eligible for existing recreational groups, backyard playgrounds lent for the purpose frequently offer a way out. Boy Scouts may be glad to undertake to make the apparatus needed, and the playground director to give advice and assistance. If there is no reading room for children in the community library, the visiting teacher may often assist the librarian to secure facts that will convince the board of the necessity for one. She may also help to get books on the library shelves that will stimulate the interest of parents and teachers in child psychology, mental hygiene, and recreation.

She is frequently able to make a very real contribution to the work of scholarship programs. In fact, some visiting teachers have initiated this work in their communities. For example, where a visiting teacher finds an unusually gifted child who needs financial assistance in order to remain in school, an appeal to some local group like the Kiwanis Club, the Business Women's Club, or the Parent-Teachers Association, in behalf of this child, may serve to direct the attention of the group to the value of this type of assistance. Once the interest of the group is thus aroused, it may be directed toward the organization of a permanent committee to provide such scholarships. The visiting teacher can continue to cooperate with this committee by suggesting cases, perhaps by investigating and administering the scholarship in certain instances, and sometimes by serving in an advisory capacity to insure that the scholarship work be put on a sound basis. Occasionally the provision of scholarships may become a school

activity rather than a philanthropic enterprise, but in either case, its establishment is the important matter and, however scholarships may be administered, the visiting teacher's service should be available if needed.

One phase of work in which most visiting teachers are asked to assist is the development of child study classes. Sometimes the request comes from the school, sometimes from a club, sometimes from parents as individuals or as a group. Sometimes the group is composed of teachers and parents. This work is not only a constructive measure in itself, and well worth some of the visiting teacher's time, but has a direct bearing on her major work, since one of the fundamental difficulties in many children's situation is the failure of parents to understand the principles of child psychology. Such study groups are profitable to parents not only because of the subject matter discussed but because of the possibility of interchange of experience between parents, or between parents and teachers. As in other cases, the visiting teacher may have to assume the responsibility for these classes at the beginning, but after they have been established, she will find it desirable to turn them over to someone else in the community who will assume responsibility for them.

Her interest in economic and industrial situations like housing and sanitation makes her one of the logical persons to initiate or to assist in community studies bearing on these problems. Where needed agencies do not exist in the community for dealing with them she can stimulate various groups to establish these facilities by describing cases in which assistance was needed. These cases, particularly the failures, will bring out the ways in which various children could have been helped earlier had there been a family agency or other organization for caring for neglected children.

As her experience gives her an intimate knowledge of

the functioning of child labor laws, she is often able to work in the interests of improved law enforcement, by providing local officials with facts and by making the public more conscious of the situation and of its effect on the school child. She is also occasionally called upon to help in state and local legislative campaigns. In the larger cities her experience gives her a knowledge of the insidious and baffling forms of child exploitation called "tenement home work." As these forms of labor are quite unregulated in most places, she may come upon them earlier than representatives of other social agencies because of her constant visits to the home to discover the interests and activities of the child. She is thus able to provide concrete data showing effectively the need for legal regulation of this form of work, or for better enforcement of any laws that do exist. In rural communities or small towns she also is often in a position to be of assistance to the community because through her work she becomes aware of exploitation of children in their homes or in unregulated industries.

The visiting teacher is in a position to furnish helpful information to city departments. For example, she can often present evidence to the police or park department of the need for more adequate lighting or policing of parks or of the night policing of streets. Through the influence of one visiting teacher, a woman's club undertook to police a certain street at night in order to study the conditions for girls which obtained in this neighborhood. Visiting teachers have been of help in influencing children and mothers to take part in "safety-first," "stay in school," and "clean up" campaigns, and other similar movements for civic improvement.

PART II

PROFESSIONAL STANDARDS AND RELATIONSHIPS

CHAPTER IV

RELATIONSHIPS WITH THE SCHOOL STAFF

It sometimes happens that, because her professional equipment and point of view are different, the visiting teacher is at first regarded by other members of the school staff as an "outsider" and as belonging to a different profession. The particular place which she is to occupy in the school pattern is not always evident at the outset, and if she is the first of her profession to enter the school system—with its smoothly-running activities, its highly-organized administration, its definitely-formed points of view, and its established traditions—she must come prepared to show why and where she belongs. She may, perhaps, find herself at first regarded somewhat as a stranger coming in and disturbing the school's routine about matters which have heretofore not been considered the school's responsibility. In that case, she would have to build up the attitude that she is a colleague specializing in adjustments which are of immediate concern to the teacher's own work and which, in most instances, involve treatment in which the teacher herself can participate with a feeling of personal satisfaction.

As a pioneer, not only must she organize her own program and adapt her procedure to local needs, but she must also exercise care and ingenuity in keeping her colleagues informed regarding her services and in sympathy with her objectives as she goes along. She must demonstrate that she is not a "fad" or a "fancy" or a mere cog to further complicate school machinery, and, since her work has, to a certain extent, been transplanted from another and largely

unfamiliar field, she must expect misunderstandings and misinterpretations of her function and be ready to deal with them.

GETTING ACQUAINTED WITH THE SCHOOL SITUATION

Upon appointment to a school system, her first responsibility is, therefore, to look about her, to get her bearings, and to take stock of her situation. She must find out what the status of this new work is and become acquainted with her school as soon as possible.

She does not work in the school as does a dentist, for example, who sets up his apparatus in the building and deals with his patients almost exclusively by his own efforts; she works, rather, with and through the school's facilities and through its personnel. There she finds the immediate setting for her activities, the most important agencies through which she operates. Just as other social workers avail themselves primarily of the social resources of the community, so the visiting teacher utilizes primarily the existing facilities of the school system and of the particular school to which she is assigned. School activities, school surroundings, and school people will all play an important part in the diagnosis and treatment of her problems, and will necessitate establishing intimate daily working relations with the other members of the professional staff, and definitely identifying herself with the school life as a whole.

She should familiarize herself with the traditions, special aims and interests of the school system and with its general administrative machinery, and should be constantly alert to its good points and to the opportunities it affords for extension or for greater utilization of the facilities that will help the children referred to her. Sharing responsibilities with the members of the staff, being ready to

serve on committees and to participate in school activities, she will naturally find many opportunities for acquiring this acquaintance with the system and the teaching group. Through such natural affiliations with school activities the way the visiting teacher's special training supplements the teacher's often becomes apparent through the contribution that she is able to make. Because many teachers are unfamiliar with social work practice and technique, visiting teachers are usually careful at the beginning to work through their school connections and in a way that does not emphasize their social work affiliations.

Among the facts that she will doubtless want to gather at the outset, in order to understand the school setting and to utilize its facilities to the greatest advantage, are the following:

1. What is the general organization of the school system—elementary, junior high, high, teacher training, night, summer schools, etc.? Are there special schools or classes for the anæmic, tubercular, physically handicapped, feeble-minded, etc.? What are the provisions for physical education? For vocational education? Are there nutrition classes?
2. What is the average register in the elementary and other types of schools? What is the average size of classes?
3. How adequate are the physical accommodations and facilities?
4. Does the curriculum reflect broad ideas with flexible programs containing work, study, and play?
5. What is the general equipment of the teachers and the character or methods of instruction and discipline?
6. Is there an active attendance department, regular medical inspection carried out by school nurses, a vocational guidance department, a child study department or a psychologist? If there is no school psychologist, is there provision for mental examinations of the subnormal? Are there home teachers? Are there deans in the high schools? What other specialists are there?

Facts like the following will also prove of great assistance later on in evaluating certain aspects of the work, if they can be gathered without taking a disproportionate amount of time or causing too much inconvenience to others:

1. Percentage of promotions in elementary schools last year.
2. Percentage of retardation in elementary schools last year.
3. Number leaving elementary schools last year.
4. Number graduating from elementary schools last year.
5. Number going on to high school from elementary schools last year.
6. Number of cases referred to attendance department last year.
7. Number of commitments for truancy last year.
8. Number of cases referred to school nurse last year.

GENERAL QUESTIONS OF RELATIONSHIPS

Before proceeding with a discussion of the specific problems which characterize the relationships between her work and that of other members of the school staff, it would be profitable to summarize some of the general situations which require careful consideration and the exercise of good judgment.

It is to be expected that until principals and teachers obtain a clear idea of her work they may present requests for services that lie outside her field and make demands without due regard to the number of other claims upon her time. In such instances care and tact must be exercised in suggesting other ways of handling these requests and in showing why her time could be spent to better advantage upon other needs of the school and upon cases where preventive measures would be a better investment of time and effort.

She may find that the cases first referred to her, for example, present various long-standing problems rooted in chronic conditions which do not enable her to render the most constructive service to either the child or the school. At the outset, however, she will usually find it advisable to accept such cases, since, if adequately interpreted, they may serve to make clear the factors involved in her work, show the importance of detecting symptoms earlier, and indicate the stage at which cases can be more advanta-

geously referred for preventive treatment. By thus directing attention from chronic or far advanced cases to those which fall more properly in her field and by enlisting the teacher's cooperation in their adjustment, she will be in a position to demonstrate her real function more concretely and to bring about more careful discrimination on the part of the persons referring children to her.

She must expect pressure for speed in getting results. Like other members of the school's staff she will recognize the need for prompt action in the general interests of the school and will attempt, as far as possible, to bring about temporary or partial adjustment that will relieve the school situation, but, from her experience in case work, she knows that fundamental changes in human problems tend to come slowly and that her real task is to lay the foundation for permanent adjustment. While in sympathy, therefore, with the school's desire for early adjustments she should not let this desire tempt her to hurry her work unduly, or be satisfied with a superficial temporary adjustment. She will not, for example, urge parents to make unwilling decisions which, by a more gradual process, they might make later with greater confidence and with correspondingly greater benefit to the child. On the other hand, she must always try to avoid creating impatience or misunderstanding in the school staff by explaining anticipated delays and by using every opportunity to demonstrate the advantage of sound and thorough-going case work.

As the work progresses, under the pressure of demands made by others and because of her own realization of the needs of numerous children, the visiting teacher herself may easily be tempted to undertake more than she can effectively do. In emergencies, of course, no visiting teacher will refuse to help when she can; but she will discriminate between real emergencies and seemingly critical situations,

which do not lie in her sphere of activities and participation in which may result in her assuming too great a burden of cases. To refuse cases is sometimes embarrassing and difficult, because protecting the work from superficiality and extensiveness is so closely associated with what may be easily, though incorrectly, interpreted as protecting the worker from carrying her share of work. Her ultimate success requires that she allow herself sufficient time to do painstaking and thorough work on every case. Therefore, being the one who is most aware of the value of careful case work and the time it takes, she must assume the responsibility of keeping the work from being so extensive or so "touch and go" that its quality is diluted and its real purpose obscured or frustrated.

RELATIONS WITH THE SCHOOL PRINCIPAL

The principal of the school to which the visiting teacher is assigned will keep more intimately in touch with the details of her work than perhaps anyone else in the school system except the class teacher. As most school problems are discussed in his office sooner or later, and as all general policies in the school are under his direction, even where staffs are organized on a most democratic basis, it is highly important that he should understand the nature of her work and be in sympathy with its purpose. In fact, his attitude is so important that it should be one of the prime factors to be considered in determining the school to which the visiting teacher is at first assigned.

The principal who has a genuine interest in the work and an understanding of the part it can play in the development of his school, will make it an important part of his school organization and lead the teachers to feel that the visiting teacher has the same "belonging" relationship as the other members of the staff. In planning the work

with her he will have in mind not only her specific work for individual children but also the various ways[1] in which she can contribute to the general work of the school by helping to effect modifications in the curriculum and by showing the need for special classes and certain changes to adapt the school's program to the needs of individual children.

It is important that from the very beginning there should be a clear and definite understanding of the way in which cases are to be referred to the visiting teacher. Although it is desirable, of course, to follow the method which best fits in with the general plan of organization, it is a decided advantage to have cases reported directly to the visiting teacher by the classroom teachers. Under this plan the visiting teacher will more readily gain first-hand information regarding the child, and the teachers will be more inclined to refer problems to her at an early stage and to discuss them frankly with her than they would if required to deal with her through intermediary channels. Since it is important, however, that the principal know what children are under the visiting teacher's care, it is suggested that the cases be referred directly to the visiting teacher and that before she accepts them the principal give his approval. A card index of cases with which the visiting teacher is working should always be at his disposal. This plan takes less of the principal's time, keeps him in touch with the work, and gives him an opportunity to add any information he may have about the child or about older brothers or sisters whom he may have known in past years.

As the work proceeds, a good deal of consultation will be necessary about specific difficulties of individual children and about particular neighborhood problems which come to light in the course of the work. As far as his time will

[1] See chap. I, p. 42.

permit, the principal will expect to be informed of the progress made and of the steps which the visiting teacher thinks it wise to take, especially if these steps involve the initiation of new policies. If he is not able to keep as closely in touch from day to day with the details of her case work as would seem desirable, conferences should be arranged at regular intervals. It is equally important that the principal keep the visiting teacher informed of developments which occur in her absence and also of any steps he may think wise to take. Sound practice and efficient cooperation demand that when a case has been referred to a visiting teacher she should be consulted before any important action is taken and that she should be kept informed of all contacts that occur between the school and social agencies, for without some definite agreement of this sort the aim of the work can be entirely frustrated and time and effort wasted. In some places the principal finds it to best advantage to turn over all contacts with social agencies to the visiting teacher.

RELATIONS WITH CLASS TEACHERS

It seems appropriate that the discussion of the visiting teacher's relations with other members of the school staff should begin with the class teacher, for of all the individuals with whom she works, the teacher is the one with whom her contacts are usually the most intimate. Because the visiting teacher and the class teacher are in immediate contact with the child, they must study his problem together and must jointly formulate plans for dealing with it. The teacher will do much of the careful, painstaking work of carrying these plans through. Whatever the visiting teacher may do individually with the child, the success of his school adjustment is, in the last analysis, effected directly by the teacher.

As has been indicated, the child's emotional attitude toward his teacher is of fundamental importance, not only to his adjustment in the particular conduct situation which may have brought him to the visiting teacher's attention, but to the success of his whole educational experience. This attitude will affect his ability to profit both by the teaching of subject matter and by the socializing influence of the classroom. There are many cases where unfavorable relationships between the teacher and the class do not seem to be a factor in the child's problem, but it is impossible for the teacher ever to be considered a passive figure in the working out of any plan which affects the deeper issues of the child's life. She is the central figure of the group—in fact it is she who is at the very core of the group existence, and it is important not only that she understand and approve the measures adopted for the adjustment of the child, but also that she be actively interested in making them successful.

The relationship between the visiting teacher, the teacher, and the child in the treatment of problems may present difficulties and misunderstandings. The teacher's lack of familiarity with case work practice may lead to misunderstanding of certain events that arise in the progress of the case. For example, in conduct cases, the visiting teacher's approach to the child's problems, involving among other things the impersonal hearing of the child's own story, is sometimes a source of trouble. Some teachers feel that their account of a situation is all that the visiting teacher needs to know. They do not see that this hearing of the child's story is necessary for the understanding of the difficulty, and consequently may feel that in listening to him the visiting teacher is "taking sides." Moreover, a teacher sometimes fails to realize that if these interviews are to have the most value for the child, it is essential

that their confidential nature be maintained. Until the teacher understands the exact type of contact which the visiting teacher must form with the child, she may wonder, for instance, why the visiting teacher sees him so frequently, and may press the child to tell her "what the visiting teacher did," or "what you said to her." This difficulty can often be avoided by interpreting the significance of these interviews with the child and by keeping the teacher in close touch with developments.

Again, certain teachers, especially those who have long worked in a rigid educational regime and who stress authority in the classroom, often find it difficult to understand or to sympathize with a visiting teacher who does not consistently assume a similar attitude in her dealings with the child. This tendency toward inflexibility makes it difficult for them to accept any developments in the visiting teacher's work that seem to be at variance with customary practices.

Some teachers are unduly shocked and depressed by the economic or social evils which come to light in the course of the visiting teacher's work with certain children. Their inexperience and lack of perspective on these questions may even result in a hopeless attitude that is not only unwarranted but deterrent to constructive efforts in behalf of the child. Misunderstandings may arise in connection with the visiting teacher's approach to sex problems. Like other case workers, visiting teachers are accustomed to meeting these problems in children and to considering them frankly in their relationship to the entire situation. Teachers who are unaccustomed to this attitude, however, may not find it acceptable. In fact, those who are as yet unfamiliar with mental hygiene and with its application to childhood problems may regard the entire psychiatric point of view with great distaste.

Another difficulty sometimes encountered is a feeling on the part of the school staff that the case work approach does not give sufficient consideration to the needs of the class. However, as the work becomes better known, the teachers recognize that from the visiting teacher's concentration on the individual laggard or non-conformer, advantages accrue for the class group. The apparent differences in the attitude of the visiting teacher and the class teacher toward the problem child naturally arise from the relationship which the two workers bear to the group. The class teacher, whose primary concern must necessarily be the welfare of numbers of children, is inclined to be extremely sensitive to factors which disrupt the group, and so concentrates her efforts on bringing about, often under great handicaps, the conditions that make for successful group activity. Thus, because of her responsibility for the group, she is often unable to give adequate attention to the particular child who does not conform. She may even—granted that the difficulties are great enough—have very little interest for the time being in the underlying causes of his problem. Although the visiting teacher's interest, on the other hand, is usually, and rightly, concentrated upon the individual child, she should have no difficulty in understanding this attitude. She should appreciate the feeling that may naturally occur when a particular pupil, with what appears to be totally uncalled-for misbehavior, interferes with the progress of the class, or the irritation that may arise when the teacher, after having exercised much time and thought in preparing a lesson presentation, sees all her efforts wasted through the misbehavior of one child.

Furthermore, the class teacher is in a less advantageous position than the visiting teacher to deal with the problem child. She must ordinarily deal with him in class situations, and her occasional individual interviews are too apt to be

prefaced by specific events which were precipitated by his inability or unwillingness to share in group experiences. She must meet the child in disturbing situations and handle him in company with many others over long periods which are filled with other persistent demands upon her time. The visiting teacher, on the other hand, sees the child alone, and the interviews can be held in an atmosphere of calm and privacy and at times when he is relatively free from tension. It is not enough, however, for the visiting teacher to be personally aware of her more favorable opportunities for forming easy and pleasant relationships with the child; she must convey her appreciation of this fact to the teacher. If she does not, she may find that on certain occasions, as, for example, in crises where she seems to be securing unusual or striking results with a particular child, the teacher's interest in him is waning or is even changing to an attitude of antagonism.

The experienced worker knows that even though she is prepared for these difficulties and has given them her best attention and consideration, misunderstandings will still arise. She knows, also, that from such misunderstandings, as well as from the more favorable aspects of her relationship, she will acquire a fund of experience from which she can develop a definite method of procedure for securing and for maintaining the all-important cooperation of the teacher in the adjustment of children's problems. In this connection it is well to emphasize the importance of sharing credit for any success that may be achieved. There is sometimes a tendency on the part of school officials to give credit for such adjustments to the visiting teacher alone, as the one who assumes responsibility, gathers information, and carries out the plans. The visiting teacher should, in all justice, indicate clearly the part which others play in the process of treatment.

A major factor in the visiting teacher's establishment of a basis of cooperation is the teacher's realization that the new worker is able to see the situation from a teacher's viewpoint. Her own professional experience should make this relatively easy. She should be able not only to understand, without explanation, the exigencies and situations that are created by school machinery and by school traditions, but also to put herself actually in the place of the teacher, who perhaps for many hours in the day and for many days in the year is facing a large and heterogeneous group of children—slow and quick, high strung and phlegmatic—all rubbing shoulders together and giving vent to their thoughts and feelings pretty much as they arise. She will know, for example, how the teacher, under the pressure of these conditions, may very naturally at first consider requests for the discussion of problem children with a new person—and, furthermore, with one whose place in the school she does not entirely understand—as but one more unwelcome demand upon her time.

In order that the teachers may have a proper conception of the visiting teacher's work and utilize her services to the best advantage, the nature of her aims and something of her professional experience should be made clear to them at the outset.[1] This has been most satisfactorily accomplished when the principal arranged for the visiting teacher herself to meet with them and describe the work. In fact, this initial contact, however it be made, is so important for the future effectiveness of her service that the visiting teacher may feel it advisable to request such an opportunity if the principal does not arrange for it on his own initiative. This conference should be brief and should comprise a statement of the nature and purpose of her work, the kind of cooperation she offers and needs, together

[1] Appendix IV, p. 182 ff.

with some practical suggestions as to the kinds of cases to refer and the most helpful methods of referring them. In communities where there is a supervisor of visiting teachers, it will be her duty, of course, to see that the work is properly introduced when begun in a new school.

Case committees within the school, similar to those in social work agencies, have also been found to be of great value. These committees meet at stated times to discuss cases which are particularly baffling or which throw light on school situations. They have not only lent material assistance to the visiting teachers in working out plans for the adjustment of children, but have also served as a most satisfactory means of acquainting the teachers with the varied character and complexity of the work. These committees are as a rule made up of the visiting teacher, the principal, various members of the school staff, and the teacher whose pupil is being discussed. Needless to say, in discussing cases under these circumstances, the visiting teacher should avoid the use of technical terms and of phrases drawn from the special terminology of her profession. Such terms as "first interview," "case load," "intake," and similar expressions employed by social workers in a purely technical sense have little meaning for the average person and sometimes give the impression that the visiting teacher's work is distantly rather than closely related to the school's.

As has been emphasized in former chapters, the visiting teacher should take care that she is not regarded as solely a disciplinary agent, a relief agent, a worker with delinquent girls, or any similar specialist. The visiting teacher who recalls her own pride in the management of her classes will readily see that if the mistaken idea is conveyed that she is a type of disciplinarian, the teacher may naturally hesitate to refer cases, feeling that to do so may be construed by others as a confession of her own weakness along dis-

ciplinary lines. If the teacher appreciates the fact, however, that the visiting teacher is not there either to pass judgment on any part of her work, to relieve her of it, or to embarrass her professionally, but rather to cooperate with her on problems upon which special assistance and the efforts of both are recognized as necessary, such hesitation will not arise. The skillful and progressive class teacher, recognizing that social adjustment is increasingly becoming one of the school's aims, will be alert to avail herself of all the facilities at her command and will naturally seek the aid and cooperation of the visiting teacher.

It is inevitable that the interest and understanding of the teacher will tend to increase in proportion to the degree to which she participates in the adjustment process and to the extent to which she sees what the service means in terms of the child's experience and of helpfulness to herself. Thus, when she begins to connect the visiting teacher's presence about the school with Mary's improved reading, with a cessation of Ruth's nervousness, and with Johnnie's increased interest in his books, her full acceptance of the work is not far distant. And when she has accepted it, she will be glad to spend an increasing amount of time upon various problems. In many cases she will want to make home visits herself if she has not been in the habit of doing so. Her calls will naturally be quite different in purpose from those of the visiting teacher. She will be interested in securing a general background of information to aid her in handling the child more intelligently, whereas the visiting teacher will be seeking for fundamental causes in the family situation as a basis for a plan of treatment that may involve many ramifications in the home and the community.

In view of the close contact that must be maintained between the class teacher and the visiting teacher, the

value of reporting directly to each other on individual cases, rather than through some intermediary channel, is evident. The initial report to the teacher should be made promptly and should explain points about which she has asked, even if they are relatively unimportant in the situation. If such explanation is not possible at the time, the visiting teacher should explain the reasons for the delay. If possible, the report should point out the circumstances that require further study to reveal the causative factors and suggest ways in which the teacher can participate—for instance, by recording her observations of the child at play or his reaction to a certain subject, or by giving him an opportunity to take part in some class enterprise. The report should be made orally, if possible, and at a time which does not conflict with other demands upon the teacher's time. This informal method will enable the visiting teacher to give the teacher the initiative in discussing the factors involved and, as far as is compatible with effective work on the case, in outlining the plan of treatment which might be followed. If it should be necessary, however, to submit the report in writing, an early interview at the teacher's convenience should be requested.

If the initial plans for meeting problems are made in such a way that the teacher and the visiting teacher mutually understand how they are to work together on the case, there will be little danger of misunderstandings arising as to any of the subsequent steps they may respectively take. They will both make it a point to keep each other in close touch with the progress of the case, with changes that may arise in either the school or home situation, with the child's response to the new arrangements, and with any deviations from the original course of procedure that may be found necessary. Keeping the class teacher in close touch with the case is important not only while the work is new but

later on as well. It is possible to neglect this phase of the work quite unconsciously after it has become well established, because of the pressure of time and a comfortable feeling of assurance that the teachers have gained sufficient insight into the purpose and intricacies of the service to follow the progress of the case without current explanations.

In very large schools where conferences are difficult to arrange, certain time-saving devices have been found practical for keeping the teacher and the visiting teacher in touch with the progress of the case. Although one should always be wary of any plan that might lead to adopting stereotyped reports as a practice, a form is often useful to expedite matters. In such cases a simple questionnaire or a blank form which can be filled out by the teacher and placed in a box provided in the visiting teacher's office or other convenient place, will be found satisfactory.[1] These forms have often served to bring the visiting teacher quickly in touch with a working basis of information that can later be supplemented in an interview if necessary. Usually a fuller statement on certain characteristics or aspects of behavior will be desirable. This has the added advantage of drawing the teacher's attention to such characteristics, with the result that she takes greater care in watching the child as the case proceeds.

It should also be remembered that, in the course of bringing about individual adjustments, exceptions to school procedure must occasionally be made, both by the visiting teacher and by the school staff. In emergency cases where the visiting teacher must make such exceptions on her own responsibility, she should, of course, report the matter promptly and explain the measures that were taken to the members of the staff who are jointly responsible for the child. In general, however, although the visiting

[1] See Appendix III, pp. 170, 171, for sample forms.

teacher is vitally interested in the possibilities of adapting school practice to the needs of the individual, she should not propose or expect marked deviations from established routine.

RELATIONS WITH SCHOOL SPECIALISTS

The visiting teacher is particularly alive to the importance of all types of specialized service in the school system and realizes the necessity for effective cooperation between workers in closely related fields whose duties take them into the home and community life of the children. Waste and duplication inevitably result when such workers follow each other into homes and fail to make the information they obtain available for each other's use. She will, therefore, want to assist in developing a system of exchanging information and services, in bringing about a clear understanding of each specialist's function, and in making it a practice for each to avoid assuming responsibilities that belong to others. She will realize that it is to the advantage of her own service, as well as to that of the school as a whole, to make her work strengthen the work of every other department.

Various measures have been found to be helpful in effecting this cooperation. Use has been made, for example, of a family card or of a multiple card index of cases. Sometimes an identifying mark has been placed by each specialist upon the registration cards filed in the central office, indicating that the person making the entry has come in contact with the child and can furnish information if needed. Most desirable, of course, are staff conferences called by the principal or the superintendent, in which the attendance officer, the nurse, the vocational counsellor, and the visiting teacher may keep each other informed of their procedure and check up on cases in which some or all are interested,

but on which only one is working. Their familiarity with the community, with neighborhood conditions, and with families, about which all have either directly or indirectly learned, gives them a common basis for the exchange of general information that will be mutually helpful in dealing with the children. Because of the visiting teacher's case work approach and of her very direct educational connection, she is able to contribute to such conferences information of an intimate nature on the school and home sides of the child's problem. On the other hand, the attendance officer can offer much to aid in the interpretation of legal requirements and of problems of employment; the nurse can contribute her special knowledge of health problems and of facilities for treatment; and both can throw considerable light on family situations bearing on their specific fields.

The Psychologist

One of the visiting teacher's most important allies is the psychologist. If there is a psychology department which records tests or a Bureau of Research with psychologists on its staff, the visiting teacher will refer to it often—for past records and for new tests she may wish to have given to her problem children. Sometimes the visiting teacher's knowledge of the child's home life and of his reaction to school situations may enable her to furnish valuable information which will save the psychologist's time and will aid in interpreting tests.

While a knowledge of both the theory and practice of these tests is a most valuable addition to a visiting teacher's preparation, it is usually preferable for her not to undertake the burden of giving them. This responsibility tends to make her a desk worker and to confine her to her office, whereas her most valuable contribution to the school can

be made if she is free to come and go in response to the demands of her cases. If there is no psychologist, the assistance of an outside clinic or of some well qualified individual may be solicited instead. The visiting teacher can often be of use to the psychologist. She can interpret to the parents the facts about a child as gleaned from a psychological test and can perhaps gain their cooperation in finding work and play for the child in school and out that will meet his needs and capabilities.

The Attendance Officer

The visiting teacher will usually find herself working very closely with the attendance officer. It is difficult to outline a plan for such cooperation that will be applicable to every community because the situations differ too widely in different school systems. While there is a vigorous movement under way among progressive attendance officers to establish high standards for those entering the attendance field, the majority of such officers the country over have as yet had no special training to fit them for their work.[1] In several cities, however, adequately staffed and splendidly socialized departments are being organized, and carefully formulated qualifications for appointment have already been set up. The amount and type of attendance service rendered varies greatly. In some cities every child who is absent for one day or more is referred to the attendance officer, while in others, only those are referred whom the principal considers persistently truant. In small towns and counties the work may be done from the superintendent's office by means of written notices sent through the mail or by one officer.

[1] See recent studies, such as Frederick E. Emmons, *City School Attendance Service.* (New York: Teachers' College, Columbia University, 1926).

Whatever the type of service provided, the visiting teacher's aim is to adapt herself as effectively as possible to the existing plan and to do her part in developing good attendance work, as she would assist in the development of any other school service. However, experience shows that this purpose is not best achieved by taking over the attendance work in her territory. Rather she will work out practical plans for cooperation and devote her time to other problems which appear earlier in the child's school life and which, if they are allowed to develop, may create work for the attendance and other school departments later on. The presence of a visiting teacher in the school should improve attendance, not because she takes up the problems directly, but because her work helps indirectly to prevent them.

A clear demarcation and understanding of the types of cases dealt with by visiting teachers and attendance officers would naturally result in an increased tendency on the part of teachers and parents to refer cases to the proper person and would thus save the time of both workers and help to make the initial procedure in handling either type of case more constructive. It is very important to differentiate these functions. Cases are referred to the attendance officer in most instances for the obvious fact of absence from school. Those referred to the visiting teacher, on the other hand, usually arise from failure in scholarship, from behavior problems, or from adverse home conditions which may or may not be related to irregular attendance. School failure and behavior difficulty are, as a rule, relatively less tangible causes for referral than are the problems of attendance, and the approach in handling them must more often be indirect. While careful study and long continued treatment may be required in either type of case, they are more apt to be necessary in those of scholarship and behavior difficulty.

However, the visiting teacher usually handles any instances of casual absence that may occur during the treatment of her cases in order to obviate needless overlapping of effort, and because such instances may be incidental factors in the problems to be solved.

Despite this essential demarcation of function, however, and since most attendance departments are not at present equipped to meet efficiently all demands made upon them, even the routine attendance calls and taking the school census, there will be times when the visiting teacher can help with difficult and puzzling attendance problems, the solution of which calls for the more specialized service which she is trained to give. Assistance of this type should be rendered as far as possible through conferences with the attendance officer, but, where circumstances seem to demand it, she may find it more profitable to handle some phases of the case herself if the officer so desires. In rare instances, she may even assume entire responsibility for the case, although she should by no means assume responsibility for attendance in general.

In many cases the visiting teacher and the attendance officer will wish to refer cases to each other. For example, the attendance officer often discovers the presence of wrong parental attitudes, or of puzzling reactions of other children in the home and refers the matter to the visiting teacher for intensive study. An illustration of this type of case would be that of a brother of a child reported for attendance, who, though having an excellent attendance record and high standing in scholarship, might present a most difficult emotional problem. In this instance, the attendance officer's connection with the home would serve as a means of supplying the visiting teacher with much helpful information in beginning the case. To reverse this illustration, the visiting teacher might be working with the brother

of a child who was out of school illegally and would refer the truant to the attendance officer. It is a common occurrence for the visiting teacher to find cases of non-attendance, or of violation of legal requirements which need the service of the attendance officer, but which might not come to notice except through her contacts with the family.

To facilitate this cooperation and to prevent conflicts in methods of treatment, the same children should not be referred to both the visiting teacher and the attendance officer, at least without conference. When the visiting teacher has been working with a child the treatment of the absence of that child should be referred to the visiting teacher, who should turn it over to the attendance officer, with full information, if she considers it necessary to do so. On the other hand, cases upon which the attendance officer has been working should not be referred to the visiting teacher, even for some other reason, like poor scholarship, except after conference with both of the specialists involved.

The School Nurse

Because of its close relationship with the medical and nursing professions, where high standards have long been maintained, the health work in the school is usually well established. Nevertheless, great variations exist in the amount and quality of service which different school systems are able to command. In order that she may know how best to cooperate with the school nurse, the visiting teacher must therefore familiarize herself with the local organization of the health department and with its method of procedure. Such points as the following will be of particular importance: Does the nurse make routine inspection and call in the physician if necessary, or does the physician inspect and the nurse do the follow-up work after his findings have been made? Does the follow-up work consist of

written notices sent to the parents or are home visits made? Does the nurse take the responsibility for putting the parents in touch with clinics or does she take children there herself when necessary? Is she responsible for health education in the schools as well as for routine examinations?

Not only will the visiting teacher consult the records of physical examinations early in her investigations and exchange information with the nurse as her cases progress, but frequently she will want to work with the nurse on certain aspects of the problems. An example of this type of cooperation would be the case of a child referred to her for failure in scholarship and behavior, where the real difficulty proved to be one of mal-nutrition and underweight. If the child had entered school after the routine examinations were held, these physical defects might have escaped the attention of the nurse. Here the child's conduct problem and his lack of success in his work might be caused almost wholly by physical condition. In this case, if it was found out that the family was ignorant regarding proper diet rather than unable to provide proper food, she would confer with the nurse and have her take the case as one of health education of mother and child. On the other hand, if a child is forced, through the acute poverty of his family, into selling papers at such an early hour in the morning as to interfere seriously with his sleep and produce constant underweight, the problem of finding a less injurious line of work for the child, or of interesting a family welfare society in the family, would be easier for the visiting teacher to handle than for the nurse. For not only does the special training of the visiting teacher in social case work equip her better to deal with such problems, but she is not bound with as heavy a burden of purely routine cases as is the nurse, and can schedule her time more easily to deal with the questions involved.

The Vocational Counsellor and Other Specialists.

Within recent years there has been a general recognition in junior and senior high schools of the need of some provision for individual guidance or counselling. In different places, and in different forms, this work has been developed under various names, such as student counsellor,[1] student adviser, personnel officer, educational counsellor, and dean. The duties involved are as various as the names used. All, however, have for their objective the study and adjustment of individual problems.

First among these was the vocational counsellor, whose primary concern was with the child who must leave school to go to work—either finding him a suitable job or keeping him in school to acquire some kind of vocational training. Today the term guidance, as it is defined by those most interested, may appear to some as almost synonymous with education. A recent writer includes under the term choice of subjects and courses, guidance in personal conduct, guidance with respect to disabilities and in the development of special abilities, guidance in development of intellectual interests, and guidance in choice of a vocation.

The development of the idea has so varied that there may be found in the same high school the person whose function is to chaperone and help plan student functions, or to advise girls as to conduct, manners, and personal appearance, and the highly trained personnel officer who brings to the study of the pupils a battery of tests, an elaborate system of records, and the other devices which the school and the psychologist have developed. While in all types of guidance, individual case studies are being made in greater or less degree, they usually deal with the situation

[1] In some cities, however, the term "school counsellor" is used to indicate a worker whose training and equipment and purpose are the same as those of a visiting teacher, as discussed in this volume.

within the school, and the aim is primarily to achieve a better adaptation of the school's program to the child's needs. It is only natural that the school situation looms larger to such a counsellor and is more easily interpreted than are home situations. She must keep in touch with all the children in the school to some extent—in itself time-consuming—while the lack of social case work experience tends to prevent her from realizing the degree to which home factors may be significant and the therapeutic value of their adjustment.

The child's progress as a student, his reactions to particular subjects and to extra-curricular activities, his attitudes toward teachers and fellow pupils and home situations, in so far as they are ascertained from interviews at the counsellor's desk, are, therefore, well recognized as significant in his situation. The contribution which the visiting teacher is making to this program is in providing more intensive consideration of the personality problems of the pupil, making detailed studies within the home, securing more active cooperation of members of the family, participating in plans for the pupil's welfare, and effecting closer relationship with the pupil's world as he sees it.

When a visiting teacher works in connection with a counsellor or a dean, the most satisfactory method of cooperation is to refer to the visiting teacher as her special problems those pupils for whom the school's immediate facilities have not proved adequate and who seem to require more intensive, far-reaching study. The best results have been secured in both junior and senior high schools when the visiting teacher has become the one primarily responsible for cases referred to her, so that all information, current as well as past, is passed on to her. Plans are then worked out in cooperation with those who are sharing the responsibility, but until such plans are tried and proved effective the

visiting teacher is still assumed to hold the responsibility for her case. It would be a waste to use her simply as a social investigator whose facts were turned over to someone else for interpretation and use in making plans for the child. In one large high school, for example, the dean made it a practice to refer to the visiting teacher cases in which the need for such intensive treatment was indicated. The visiting teacher gave the dean full reports of the findings, kept her in touch with developments, and sometimes suggested plans for adjustments within the school. After the student had been referred, however, the dean was particular to make no decision except in consultation with the visiting teacher.[2]

Where the counsellor is more particularly concerned with children who must leave school to go to work or who should be persuaded or enabled to remain longer in school, the visiting teacher, who has known many of them for a long time, can often contribute a valuable fund of social and educational history bearing upon their problems. The counsellor will want to know all that is possible of the background of the child whom she is advising, especially if he has exhibited problematic trends.

It is obvious from the foregoing that no single procedure or method of cooperation can be recommended to fit the wide variety of guidance programs. The soundest principle of cooperation would be to center responsibility for case work adjustments in the visiting teacher and to provide for an efficient method of exchanging information. The same principle would apply to the relations of the visiting teacher with other specialists in the school, such as nutrition workers and special teachers.

[2] See "Summary of Visiting Teacher Work at the Morris High School," by Josephine Sherzer in *Bulletin of High Points,* New York City Board of Education.

CHAPTER V

SUPERVISION AND ADMINISTRATION

As in the case of so many other situations discussed in this volume, a summary of actual experience in dealing with supervisory and administrative problems will be more profitable than an attempt to give categorical answers to the questions raised. One reason why such conclusive statements would be impractical lies in the history of the work. The service has been developed in different communities from different approaches—from the social, the educational, the remedial, and the preventive points of view. Sometimes it has originated within the school system, and sometimes on the outside. Sometimes it has been begun deliberately and sometimes casually. There has thus been less uniformity in its methods of organization and in its integration with the rest of the school system than has been true of other school activities which have had a less varied origin.

Because of this fact, the National Committee on Visiting Teachers has undertaken since 1921 to accumulate and to appraise from available sources a wide range of data to supplement the information already furnished by the earlier years. In order that it might be able to study the work through first-hand contacts, it established demonstrations in thirty communities which collectively provided a great diversity of educational and social situations. As the Committee recognized that its object would be defeated if it attempted to impose any fixed plans or arbitrary theories of organization, each community in its program was encouraged to adopt an experimental attitude toward all aspects

of the work, keeping constantly in mind the fact that every new development in any school system must of necessity be adapted to fit harmoniously into existing practices. Such factors as the form of school organization, the size of the system and of particular schools and classes, the types of special classes and of other available facilities inevitably affect the way in which any new form of school work is to be established. The recommendations presented in this chapter are therefore based, not upon academic theory, but upon careful observation of actual practice. They are not offered as final, but as applying, in the judgment of the Committee, to practical situations as they generally exist.

As the superintendent of schools holds the strategic position in the administrative situation, the solution of the problems involved depends largely upon his attitude toward the work. It will, therefore, be profitable first to consider briefly the general relation which he bears to the enterprise.

THE SUPERINTENDENT AND THE WORK

It is to be assumed, of course, that the superintendent will have informed himself of the nature of the work before its introduction into the school system and that he will want to follow its progress carefully and as directly as possible while it is being adapted to the local situation. It is to be expected, too, that he will enlist the interest and cooperation of the members of the school staff in making the work successful. This is usually done by presenting a brief explanation of it at the first teachers' meeting following its inception and by following up later developments through the regular official communications. The object should be to effect at the outset a mutual understanding of the aims and ideals of the service, of his conception of its relation to the special needs of the schools under his leadership, and of the results which he hopes to attain

through it. On numerous practical matters, like the choice of school, the extent of the field which can be efficiently covered, and the purchase and installment of necessary equipment, a preliminary study of local conditions by the visiting teacher will be of material assistance, and, for that reason, he will usually prefer to reserve his decision on such matters until after she has had an opportunity to study the situation and to make her recommendations.

The methods of supervision will of necessity depend upon the size and complexity of the school system. A superintendent in a small community, who personally supervises every department, will naturally be able to keep more closely in touch with details than will one in a large city, where it is necessary to delegate immediate responsibility for various lines of service to administrative assistants. In the latter case, he will be concerned primarily with the general features of the work and their relation to the organization of the system as a whole, and will have to depend to a large degree on the reports and recommendations of subordinates for a knowledge of its actual functioning. As the work progresses, he will often find the visiting teacher of great value as an interpreter of his general policies. Since she is in intimate touch with the parents of the community, she can often explain to them many matters such as the practicability and value of modern school methods, the necessity for certain school regulations, or the reason why the public has been asked to vote school bonds. For this and other reasons many superintendents have found it profitable to include the visiting teacher in their supervisory council or to invite her to attend principals' or supervisors' meetings at which plans and policies are discussed.

In order to keep the superintendent informed of the progress and development of the work and to consult him in regard to the formulation of further plans, the visiting

teacher, or in cities where there is a department, the director of visiting teacher work will, of course, submit reports at regular intervals and confer with him or his representative whenever necessary. The frequency and character of written reports will be determined by the superintendent and will vary with local conditions. As a rule, he will want a statistical summary but will be interested also in a narrative statement in which certain features that cannot be adequately brought out or interpreted by a purely statistical treatment can be expanded.[1] He will be particularly interested in data which will provide evidence on the need for changes designed to care for or to prevent certain common maladjustments in the school system. Case studies, in which the identity of the children has been disguised, will be useful as illustrations of these points.

As it is sometimes difficult to see general trends in a mass of detail, a summary for a term or for a year may be found desirable in addition to whatever other reports may be made.[2] In this more general report, material should be so organized that the important points are emphasized in a concise and analytical form. Knowing that the superintendent is usually burdened with many reports on many subjects, the visiting teacher will practise brevity unless fullness and elaboration have been requested and will realize that a report which is distinctive and which differs from those of a routine nature will be most likely to challenge attention and to secure interest.

QUESTIONS RAISED BY SUPERINTENDENTS

The questions regarding the administrative aspects of the work which are most frequently raised by superintendents are the following:

[1] For suggested form see Appendix IV, p. 174.
[2] For sample annual report, see Appendix VI, p. 189.

1. Can the visiting teacher work more profitably with high school children or with those in the elementary grades?

2. Is it wiser to assign to her the more difficult problems which arise in a comparatively widespread territory, or should her field of service be so limited as to allow her to do a more intensive and preventive type of work?

3. In communities where the service is new, what are the factors which should determine the choice of schools in which to initiate the work?

4. How shall the service be initially organized? Shall it be attached to some already existing department, or shall the decision as to where to place it in the administrative system be postponed until after a period of experimentation?

5. What type of organization of the service is most desirable from the standpoint of its later growth and expansion? In communities where it will not be possible for a considerable period of time to extend the service throughout the entire school system, is it, nevertheless, worth while to conduct it on a limited scale?

6. What salary, facilities, and general working conditions are requisite for properly conducting the work?

Elementary or High School?

As most school systems find it necessary to initiate the work with but one visiting teacher, the question of the grades in which the service can be of most assistance is an important one. In general, it may be said that during the period of initiation the best plan is one by which the visiting teacher is insured a variety of problems in grades below the high school. It is true that the problems of high school pupils are acute and very obvious, both to the community at large and to the school force. For this reason, many superintendents are at first inclined to feel the need to be greatest there. On the other hand, while many difficulties in the high school are due to the fact that the pupils are in the adolescent period, the majority have their source in conditions arising in the earlier years when habits and attitudes are being formed and when difficulties can be more easily adjusted. A successful attack on the problems

during the earlier period would therefore be ultimately of greater benefit to the high school. Furthermore, the high school group does not include the numerous children who leave school in the elementary grades and who may become serious problems in the community later on. Because of these facts, and not because the service is inapplicable to the high school organization, it seems wiser to select the elementary school as the field in which to *initiate* the work. In several cities it has been found to be particularly advantageous to assign the visiting teacher to the elementary grades of the practice school in order that teachers in training may gain an appreciation of the underlying factors in children's problems and of the way in which the visiting teacher handles them. In such instances she has usually given a course in the teachers college in addition to her regular field work.

Wide or Restricted Area?

In considering the territory to be covered by the visiting teacher, it may appear at first that it would be better for her to work from a central office, responding to calls from all principals and handling only the most serious problems in the various schools. This attitude is especially likely to exist when the work is begun with only one visiting teacher. The experience of most visiting teachers, however, has led them to agree that it is impossible to work satisfactorily with individual children on this basis.

In the first place, in communities where this plan has been followed the service given to each school has been so fragmentary that its value could be demonstrated in only a limited number of cases. A second disadvantage is that the influence of the visiting teacher's work upon general practice in any one school is dissipated. When she is regarded as a regular member of one school staff, her work has a general influence in the school, quite apart from the immediate

results she achieves in individual cases. When she serves several schools, however, the more subtle features of her work are lost. Her contribution is limited to the particular children with whom she works and she participates comparatively little in affairs of the school as a whole.

Another difficulty is the fact that she is apt to be called upon only after all the other resources of the school have been tried and have failed. By this time, teacher, parent, and child have frequently reached such a state of irritation or bewilderment that any solution suggested will be far more difficult to work out than if the problem had been referred to her in its earlier stages. It has already been emphasized that when the visiting teacher thus handles the "bad children" or the obvious failures only, the confidence of children and parents is not so easily gained as when she is thought of as working with all types of difficulties and with all classes of children. Still another limitation comes from the lack of opportunity to handle crises in the cases already referred to her. On the days when she is away from a particular school, these emergencies must be handled by someone not entirely familiar with the treatment being given. What seems best is done at the moment. With the best intentions, such handling may completely frustrate the plans on which the visiting teacher has already laboriously worked but which she may not as yet have had an opportunity to discuss with the principal.

The final drawback relates to the expansion of the service. There can be no doubt that the members of one school staff who, by close association with all aspects of the work, are thoroughly convinced of its value, will be of greater assistance in forwarding a program of extension throughout the entire system than will those in a larger number of schools whose relatively infrequent contacts with limited types of service make them less familiar with it as a whole.

In an organization in which the elementary school comprises the first eight grades, it is usually a simple matter for the visiting teacher to be assigned to one large school. One of the advantages of this plan is the variety of problems offered when children from six to sixteen are housed under one roof. It also permits the visiting teacher to follow the course of a child's school life over a relatively long period of time and in the same setting. Where such school units are so small that it seems undesirable to confine the visiting teacher's services to one building, assignment may be profitably made to several neighboring schools with a total registration not exceeding from 1,500 to 2,000 pupils. Even in this case, however, it is wise to begin the work in one school and not to add others until each group of teachers has become acquainted with the visiting teacher and with the relation of her service to the general work of the school.

In school systems which have the junior high school organization, the ideal plan would be to have a worker for each of the junior high schools in addition to those required for the elementary schools. When one visiting teacher is assigned to both types of schools the problem of so budgeting her time that it will be used to the greatest advantage is difficult. The danger is that her time will be completely filled with the acute problems which arise in the junior high school and that those of the younger children, whose early adjustment means prevention, will be neglected. One community has satisfactorily handled this problem, however, by assigning one-third of the visiting teacher's time to a junior high school and the remainder to three small elementary schools which are allied to it. To control the distribution of cases still further the elementary school principals have been requested to give first consideration to children in three selected grades. The two units of this kind which are at present in operation in that

city have so demonstrated the practicability of this method that it is planned to extend the service in a similar way when budget considerations will permit.

Factors in Selecting the First School.

The main points to be considered in determining the school in which the work can be most profitably initiated are the following:

The prospect of cooperation from the principal and the members of the school staff. Is there essential harmony in the school? Do the principal and teachers want the new work and will they be interested in it? Are they progressive? Have they sound professional standing and influence in other schools?

Proximity to facilities for children's recreation, to the board of education building, and to the offices of social agencies. While sections that are remote from such resources can, of course, be covered by the visiting teacher, a district requiring the expenditure of a disproportionate amount of time and energy for securing necessary cooperation with social agencies does not present either a typical situation or provide conditions for a fair test or demonstration of a new service during its initial period.

Space for an office in the school where the visiting teacher may be able to hold necessary interviews with pupils, parents, and teachers without interruption and in privacy, and where it will be generally known that she will be found.

The character of the neighborhood. This should represent, as far as possible, the various social and economic strata of the school population. It has been generally found a mistake for the visiting teacher to identify herself too closely at the outset with a neighborhood where problems of foreign population or of economic strain play a major part. On the other hand, she should not be associated exclusively with the wealthy. The aim should be to provide a cross section of the community, if possible, in order to demonstrate that children from all types of homes are in need of the visiting teacher's services.

The Initial Administrative Placement of the Work.

The question whether the work will function more satisfactorily as a separate unit, or whether it should be placed within an already existing department, is one which received

very careful consideration during the period of the Committee's program. In order to provide satisfactory conditions for demonstration purposes it was agreed by the Committee and the superintendents who cooperated in the program that throughout the demonstration period the new service should be kept free from combination with that of any other specialized department. This policy was adopted because the paramount need was to make clear to both the school and the community the specific nature, the objectives, and the distinctive methods of the new technical service. The degree to which these are understood by the two groups determine in large measure the effectiveness of the work. Therefore, in order that the service may be understood, it is important that the new service be given opportunity to make its essential nature clear.

Experience has amply shown that when the functions of visiting teacher work and those of another specialized service are combined in one person or in one department, factors are of necessity introduced into the situation which tend to impede or to frustrate this process of demonstration. The old is likely to color the new, and ineffectiveness may result either from confusion of aims or from lack of knowledge of the best way to use the service. When demands are thus made from the point of view of already established and better known departments, a certain paucity of results in the visiting teacher's own proper field may well follow, or criticism may be made of an apparent over-lapping of her services with those of other workers. On the basis of its experience the Committee recommends, therefore, that the decision as to where the service is to be permanently placed for administrative purposes in any given community be postponed until sufficient first-hand observation of the way in which it functions in the local setting has demonstrated how it can best be related to the existing organization.

The Permanent Organization of the Work.

Deciding where to assign the work in the administrative organization after this initial period of independence involves several important factors. Certain characteristics of the visiting teacher's method of working may make it seem that her function is so closely related to those of other school specialists who deal with home and community situations that a combination with one or the other of them can be profitably made. But the visiting teacher's cases are primarily identified with the educational problems of the classroom, and, while other activities may resemble hers to the extent that they involve contacts outside of the school, experience has shown that they differ so fundamentally in purpose that such combinations have not only failed to help but have actually prevented her from gaining the intimate touch with current school situations and educational problems which is essential to her success. In the judgment of the Committee, therefore, combinations which are thus inspired by a false idea of effecting simplicity of organization too often mean fusion without real integration and limit or frustrate the specific usefulness of the work. This judgment is confirmed by the fact that a number of the superintendents who cooperated in the Committee's program and who first felt that certain combinations with other existing services would eventually be necessary were later, through their experience, convinced of the desirability of maintaining it on a separate status. Four different plans are presented below:

(*1*) *A Separate Department of Visiting Teacher Work.* The most satisfactory plan is a special department of visiting teachers corresponding to the customary departments for special educational and allied services like those of nurses, attendance workers, psychologists, and other specialists—each in charge of a properly trained person directly responsible to

the superintendent or to one of his assistants. In school systems which are divided into districts for supervisory and administrative purposes, the members of all these special departments who would be working in the respective districts could profitably meet in conference at stated intervals to facilitate the exchange of information and the coordination of effort.

In the interests of developing an effective visiting teacher service, therefore, the superintendent will want to assure himself that, in addition to her other necessary qualifications, the first visiting teacher selected has the qualities of leadership which will fit her to demonstrate the work in its initial stages and to direct those who may later be added to the staff. In other words, he will look for a prospective director of a visiting teacher department who can be given supervisory rank at the outset although she may have no assistants under her direction. If as a representative of a separate department she is a regular member of the supervisory or administrative councils of the system, she will be better able to develop a satisfactory integration of her work with that of other departments. Even in instances where it may be some years before the service can be adequately extended, the help which a visiting teacher can render in an advisory capacity to parents and to teachers not directly connected with her school will be most valuable.

While the foregoing is a conception of the ideal way in which the work should be set up in the administrative organization, the Committee has carefully observed its functioning in three other departments—child welfare, child guidance, and attendance. When such combinations have been successful, some notably favorable condition or set of conditions has been found to be present, and the visiting teacher's work, although being maintained on a parallel status with other services under a single head, has, nevertheless, been allowed to retain its functional entity.

(2) *The Visiting Teacher in a Department of Child Guidance.* Another form of organization has been worked out in a city which has a department of child guidance attached to the school system. The department staff includes a psychiatrist as director, four psychologists, and a group of ten visiting teachers under the supervision of a head visiting teacher. Under the present organization, two visiting teachers are assigned to the central office, primarily to work with cases referred for psychiatric examination and treatment directly from schools which do not as yet have the services of a visiting teacher. Each of the other visiting teachers is assigned to two schools.

The emphasis of the work of the visiting teachers, as indeed of the department as a whole, is distinctly on the preventive side. Efforts are concentrated for the most part upon problems arising among children in the kindergarten and in the first three grades. Children who are found to need psychiatric care in a school to which a visiting teacher is assigned are referred by her to the central clinic, and she is given the responsibility for the work of adjustment required on these cases. The activities of these visiting teachers, however, are not associated primarily with the clinical aspect of the department's work, but rather form an integral part of the school's educational program. For this reason, they handle many cases which do not require clinical study and which, of course, are not referred to the psychiatrist.

(3) *The Visiting Teacher in a Department of Child Welfare.* In one of the Committee's demonstration centers the visiting teacher was assigned to the child welfare department. In this department, which is still in operation, are organized the census, vocational guidance, attendance, and visiting teacher services. The research and health services do not function there, but are organized as separate units. Each

of the services in the department is kept separate and distinct and is in charge of an expert in the particular field. While there is in the administration building a central office where records are kept and where dictation is given, the visiting teacher has an official consulting office in each of her schools. Plans for work, selection of schools, methods of case work procedure, and relationships with principals have been worked out by the visiting teacher herself with the aid of the superintendent of schools and the head of the child welfare department, both of whom have been keenly interested in the development of the service and have given freely of their time to the consideration of many details. The visiting teacher has also been a member of the superintendent's council and has attended all principals' meetings.

The success of this plan has been due to the fact that no combination of functions in one individual has been effected. The attendance work has been handled by the attendance department, and the functions of the vocational guidance counsellors and of census workers have been kept equally clear. Thus the visiting teacher has been left free to do a definite piece of visiting teacher work. In extending the three departments the plan is for each of the present specialists to supervise the work of his or her respective fields and to retain completely the identity of each service within the bounds of the larger organization.

(4) *The Visiting Teacher and the Attendance Department.* In many systems the attendance department has long been the main agency of the school that reached out into the home. For this reason, to many superintendents it appeared at first that the visiting teacher might conveniently be placed in the attendance department—and at the beginning of the demonstrations several superintendents did suggest this plan. The Committee gave considerable

thought to the suggestion, but it was agreed by superintendents and Committee that there is too great divergence in the nature and aims of the two services to make their combination advisable—at least during a demonstration period.

Observation of centers where the visiting teacher's work is combined with attendance has shown that there is a universal trend for her to become involved in attendance cases. So long as the visiting teacher deals with attendance, the emphasis is put on work with children and problems *outside* the school, whereas the visiting teacher's field of greatest usefulness is with the children *inside* the school, where her service becomes a part of the school's educational job, an extension of the teacher's work in straightening out problems of the pupils.

Too much attention given to attendance cases means, moreover, as was pointed out in the discussion under "Relationships," that her time is taken up by daily routine and end-result cases and that she has little time left to do the preventive and constructive work her service is primarily intended to give.

In order to achieve this preventive purpose the visiting teacher should have opportunity to begin work on a case before it would ordinarily reach the attendance department. Irregular attendance and truancy are obviously symptoms of unwholesome attitudes or of conditions which affect the child adversely. However, usually they are later rather than earlier symptoms, and are preceded by other signs which can be recognized and dealt with before such absence begins. Failure to secure the satisfaction of success in the classroom, lack of understanding between the teacher and the child, a feeling of strangeness in a new place—all the familiar situations previously noted which make for a child's unhappiness, misbehavior, and lack of accom-

plishment in school—are potential causes of truancy. It is to the correction of the child's unadjustment in the earlier stages that the visiting teacher's work is ideally directed, if possible before truancy has become one of the factors in the situation. Moreover, if these situations can be studied before they are complicated by questions of attendance and law enforcement, it is naturally very much easier for the emphasis in dealing with them to be placed not on end-results but on the underlying attitudes and difficulties which may later manifest themselves in irregular attendance or in any one of a number of forms of acute maladjustment.

Since the main purpose of the visiting teacher is to do a piece of educationally constructive work, her approach to the problems of children, if she is to achieve her greatest usefulness, must be positive and free from any connection with the exercise of authority. Should she become identified by teachers, parents, and pupils with a department whose major function has been so long connected with law enforcement, her approach would become a negative one or, at best, only ameliorative, and her prospect of accomplishment enormously curtailed. The task of winning and holding the confidence of all concerned, which is so essential to changing attitudes, must suffer from any suspicion of a critical and authoritative purpose. Divorced in people's minds from its connection with the broader educational aims of the school, the work loses its essential characteristics and cannot render its distinctive contribution to solving the problems of children and, through them, to solving numerous old and troublesome educational problems.

At the end of the demonstration period, the judgment of the Committee was confirmed by the fact that no superintendent, after he had had an opportunity to study the work at first hand, assigned a visiting teacher to the attend-

ance department. This judgment is further corroborated by the experience of non-demonstration centers under observation, which have tried the combination of the visiting teacher service with attendance work.

Salary and Working Conditions.

Persons of supervisory capacity are not numerous in any field, and they should command a salary commensurate with their qualifications. While the salary of the first visiting teacher must be determined on the basis of her training and experience, it should compare favorably with those of supervisors and of other specially trained persons in the educational system. As a rule, the salaries of other members of the visiting teacher staff should equal those of high school teachers in the system, if these are adequate to secure persons with the requisite preparation for the work. In some places the salary of the visiting teacher is the same as that of teachers of special branches. The Committee feels that a visiting teacher assigned to an elementary school should receive no lower salary than that paid to a visiting teacher in a high school, as the equipment and training of both visiting teachers in elementary and in high school work should be of equally high quality, although their educational experience may not have been identical.

The visiting teacher's year usually corresponds to the regular school year, but the nature of her procedure makes it impossible for the actual hours of her working-day to be identical with those of the teacher although in practice they are fully equivalent. Her daily schedule will naturally vary in different places, according to conditions in the school and the neighborhood. In some neighborhoods, for example, an early morning call may be best, in others the mother may be too busy at that time for a satisfactory interview; in still others evening calls are often necessary

to see the father or some member of the family who works outside the home. Except perhaps in thickly populated sections, a car will be an economy, just as it is to a physician. The upkeep may be provided for by the addition of a flat rate to the salary paid, or by the periodic payment of actual running expenses—the precedents established in other departments within the school system naturally determining which plan is to be followed.

Although it is impossible to adhere strictly to a time schedule,[3] the visiting teacher is usually able to establish a routine which is workable for herself and for her particular school and which takes into consideration the office hours of social agencies, clinics, etc. In consultation with the principal, she should assign definite office hours when she may be found by parents, teachers, social workers, and children, and should keep to them as nearly as possible. Experience has shown that it is a wise plan to make quite clear the fact that emergency situations inevitably arise which will occasionally interfere with these specific hours. Two or three hours a day are often spent profitably at the school in receiving new cases, interviewing children and teachers, and reporting on home visits. Many visiting teachers make it a practice to reach the school before the session begins to meet the children and teachers in an informal way. Part of each day is naturally devoted to recording data and to handling necessary correspondence. In view of the importance of case records, the services of a stenographer who can be depended upon to regard the data as strictly confidential are most essential to the work and should be provided for in the budget. Under ordinary circumstances, the equivalent of at least one day a week should be allowed for this assistance. Cards with the address and office hours, special letter-heads, reference cards,

[3] See Appendix V, p. 186, for sample schedules.

record blanks, and the usual office supplies are required. Because of the nature of the work, a private telephone and a confidential file for keeping records are necessary.

All of this presupposes a private office. Visiting teacher work cannot be satisfactorily done in odd corners of the building or in rooms shared with others unless the hours of occupancy are quite distinct. Sometimes the school nurse or some special teacher may alternate hours with her, but it is most important that she have sufficient opportunity for entirely private and confidential interviews with parents, teachers, and children. The latter especially should be on informal terms with her and should feel free to see her at any time of need. Her office should, therefore, be made attractive to them. In the minds of many children the word "office" brings up anything but ideas of informality, ease, relaxation, or expansiveness. On the contrary, it is often thought of as a place where rigidity of nerves and body prevails—as the setting for the infliction of acute mental or physical pain. It is, therefore, important to counteract these associations by creating an informal and cheerful atmosphere. To make her office a place to which children are eager to come and in which they will feel free to talk over their own affairs is one way in which she can increase her usefulness in an administrative system that is dealing with that varying, impressionable thing, the mind of the child.

CHAPTER VI

RECORDING AND INTERPRETING THE WORK

In keeping her case records the visiting teacher is influenced by three objectives. *As a case worker* she will wish to record the progress of her work in the way which is generally agreed upon as serving best the case work method. Such records will be needed both for current use and for later reference by the visiting teacher herself, by cooperating agencies, and by her successors. They will also aid her in crystallizing plans and conclusions and will provide her with a means for checking her judgments and the results of her work. *As a member of the school staff* she will wish to adapt them to meet the desire of the school for simplified methods of recording significant data and of accumulating and preserving facts which may serve as a basis for recommendations about individuals and homogeneous groups. *As a worker in a new field* she will be aware of their important function in the development of her own technique and that of her profession.

Like the plans, the "contracts," and the project summaries that are prepared in the interest of coordination between departments by other members of the staff, these records can collectively serve a number of special purposes in the field of research. They can contribute materially to the illumination of local school problems and to the development of educational practice. They can furnish a unique body of data on frequently recurring school maladjustments—of failures, show-offs, day-dreamers, or children who run away, steal, or show other delinquencies in the school setting. If precisely written and objectively

handled, they can afford valuable material for the study of relationships between individual difficulties and the complex factors of a school organization. In revealing conditions which produce common problems and the methods found effective in dealing with them, they can thus lead to the alteration of such factors as lie within the domain of the school. There is a growing need for them also in teacher training schools, where, with proper safeguards, they can be used effectively in courses for prospective teachers. As a body of facts tending to show that children's problems can and should be detected far earlier than they are at present, and indicating the part the school can take in revealing and solving them, their significance can hardly be over-estimated. In view of these considerations, the comparative paucity of this material at present and the visiting teacher's unusual opportunity for gathering it make the problem, not one of devising ways and means to shorten or to omit records, but one of working out methods for keeping them adequately.

THE CONTENTS OF THE CASE RECORDS

The following outline, based upon a comprehensive study of the records of visiting teachers in various parts of the country, indicates the information which the usual case history includes:[1]

1. What the situation was and why the case was referred to the visiting teacher. This should comprise a report of the initial investigation made, including the information gained from the school history, from interviews with the child, the teacher, and social agencies, and from visits to the home.

2. A description of the child, supplementing the school's view of him, and containing essential facts about his motives, his desires, his tendencies, and his interests.

3. Treatment by the visiting teacher. This should include her tentative diagnosis and tentative plan, together with the reason

[1] For a specimen case see Appendix I, p. 149.

for the latter if it is not obvious. It should thus push beyond the initial statement of the difficulty, bringing out the facts which are significant and throwing light on the path which the school and the home ought to help the child to take. It should also show how the treatment was carried out. This may involve action taken:

a. With the child—to change his attitudes, to develop his self-respect, to increase his interest in school subjects, to arrange suitable activity for his leisure time.

b. With the home—to change its attitude toward the child or toward the school, to advise as to training of the child, to secure changes in unfavorable conditions.

c. With the school—to change its attitude toward the child and the home, to coordinate its agencies for helping the child, to effect some change in program, etc.

d. With social agencies—to arrange for recreation, clubs, and classes, to assist in meeting the family's economic problems, to obtain clinical care.

4. A final evaluation of the underlying difficulties discovered.
5. A statement of the measures found effective.
6. An appraisal of the extent to which the case was adjusted and the outlook for the child's future progress.

The tentative plan entered in the early stages of the record serves as an excellent check on the visiting teacher's work as she proceeds with her treatment. An example of a diagnosis and tentative plan of this sort from a visiting teacher's record is given below:

Diagnosis

Mother has adopted mistaken policy of confining boy's associates to those younger than himself, with the idea of "keeping him out of trouble." This plan has had the unfortunate result of making the boy something of a bully. Association with younger children may also be responsible for boy's stealing and lying, since he is able to "put it over on the other kids." Difficulty with school work, due to lack of application and not to poor mentality, and fact that work is not adapted to boy, have so discouraged him that he now no longer tries.

Tentative Plan for Treatment

1. Change mother's attitude.

2. Work toward having boy associate with those of his own age by
   a. Trying to secure mother's interest in having him attend Y. M. C. A. and join Boy Scouts later.
   b. Encouraging boy to make new friendships.

3. Work to develop in the boy a sense of square-dealing and fair play.
   a. By frequent interviews, discussing with him his own actions.
   b. By added responsibility at school and at home as messenger or helper.
   c. By securing the aid of a Big Brother.

4. Work with teacher to secure improvement in scholarship by
   a. Obtaining special help with lessons.
   b. Having school program readjusted.
   c. Developing an interest in various school subjects through his fondness for science, mechanics, reading.

ADAPTING THE RECORDS TO SCHOOL REQUIREMENTS

School facilities as they now exist, however, are not always adequate for carrying out these aims. While records are recognized as an important factor in school processes, they contain at times little more than the child's name, address, and age, the names of his parents, and a brief statement of his contemporary progress in school work. In some instances they may also include ratings from intelligence or achievement tests, a few items about the home background, a cumulative account of the child's academic work, and a brief estimate of his attitudes, behavior, and personal characteristics. While there is a distinct tendency to develop a more satisfactory picture of the whole child than this, in many schools the staff are still accustomed to brief and summary record forms only.

To the school staff the visiting teacher's case records may easily seem unnecessarily full. The narrative form usually adopted by case workers may not seem to convey readily the kind of information needed, and the details given to

have no practical value except, perhaps, for the visiting teacher herself. Such record-keeping, moreover, may appeal to school officials as needlessly expensive and make them reluctant to provide the stenographic assistance to which the average case worker is accustomed. While demonstrating her need for more comprehensive entries, therefore, the visiting teacher is often confronted at first with the necessity of keeping and adapting her records to meet the scanty provision made for them by the school.

Various plans have been tried for recording the essential facts of the cases and at the same time meeting this requirement of the school for economy and brevity. The visiting teacher may limit her narrative of the progress of the case to summaries of developments, to be entered at periodic intervals, or after significant crises or periods of progress. These summaries would comprise concise statements condensed from her diary of the facts learned from several calls at the home and of items gleaned from several interviews with the child, teacher, or others.[2] Or, if she is unable to keep anything but the briefest account on all but a few children, she may, like a doctor who finds it desirable to record fully illuminating cases that have scientific value for himself or his profession, select a few specific problems for greater elaboration. Short service cases, where some minor adjustment only has been made and where no comprehensive study of the child's personality has been attempted, will naturally include simply a statement of the situation found and of the adjustment secured.

In an attempt to meet the necessity for a compromise between the type of records which the school compiles and the more detailed histories of case work that are desirable for the reasons given above, the National Committee on

[2] See Appendix II, p. 163, for an abbreviated case record.

Visiting Teachers has prepared a combination face sheet and summary record form[3] which may be used without a supplementary narrative when stenographic service is not available. This form provides for items of identification; short summaries on significant situations, home conditions, neighborhood influences, and the like; facts about the child's previous school record, health history, and special characteristics; and a brief summary of the progress of the case. Experience has shown, however, that, where it is necessary to use any such form exclusively, the major facts and an analysis of the case only can be stated, but that neither the history nor treatment of the case can be adequately recorded. Most visiting teachers will, therefore, need to supplement this form by a chronological record, or by fuller statements of significant factors in investigation and treatment.

Whether her case records are brief or full, statements should be specific and should avoid generalities and irrelevant remarks. When necessary, the visiting teacher should therefore supplement from observation the reports of the school which are vague. Instead of saying, for example, "Richard's conduct is bad," or "Arthur is irresponsible and absent-minded like his father," she should record such concrete facts as: "Richard is continually smearing ink on the children in front of him...", or "Arthur forgets his homework and tends to sit for long stretches of time looking vacantly out of the window... His mother says he is like her first husband..." Furthermore, because of the value of these histories for use as illustrative stories and for study by persons not familiar with the terminology or the processes of case work, technical language should be avoided and, even in short records, a point made of preserving significant and colorful detail, direct quotation, and vivid dialogue. They should

[3] This record form, together with a narrative history has, been reproduced in Appendix I, p. 149.

be lucid, well-organized, and self-explanatory, and should emphasize the points regarding the child, his problem, his home, and his neighborhood environment which will be most illuminating.

Since the case records are for the service of the school staff and of others who have a right to know about the child, the visiting teacher will, as far as possible, make information available to them. Because of the confidential nature of the data, however, it is evident that they cannot be used generally and that, for the protection of the children, their families, and the school in its advisory capacity, it is essential that they be kept in a special file, like all other confidential material, and that the visiting teacher be responsible for access to them.

INTERPRETING THE WORK

The ways of interpreting the work in different communities will naturally differ as widely as do the communities themselves. Some visiting teachers will be located in places where the service is already established and understood. Others will be in comparatively new fields in which the need for explaining and clarifying aims will be more urgent. The nature of the community itself and its attitude toward the new service and toward methods of interpretation will thus play an important part in the steps to be taken.

It has sometimes happened that the work has been introduced in a flare of enthusiasm on the part of some individual or group in the school system or in some civic organization and that a superficial idea of it has spread faster than an understanding of its scope and purpose. Under these circumstances the new service may be generally recognized as important but neither its methods nor its real objectives fully comprehended. If the visiting

teacher knows the factors which entered into its introduction, she will be in a better position to meet and to overcome difficulties in her contacts with those groups which are unfamiliar with her function and will take particular care in interpreting those aspects which have been overlooked or misunderstood.

Common sense dictates that a good principle at the beginning is to lay a solid foundation of achievement before drawing widespread attention to the service. If a general but sound idea is given at the outset, specific features can be interpreted as the work progresses. Efficient case work is the best advertisement. In visiting teacher work, as in everything else, actions speak louder than words, and the surest way to win sound and permanent recognition is by making actual work with children show progressively how problems are adjusted and what that adjustment means.

Interpreting the work to members of the school staff is especially necessary when the service is confined to a few schools or to one section of the city, so that many of the teachers do not have first-hand knowledge of it or understand its place in the school system. This need has been met by conferences with teacher groups, by general talks by the visiting teacher or by outside persons interested in the work, and by staff letters.[4] School bulletins have been found particularly useful in presenting an explanation of what the visiting teacher aims to do and how she works, illustrated by case stories of children and what she does to adjust their difficulties. Such a bulletin may discuss, too, for the interest of parents and teachers, some of the more numerous and difficult problems of children, suggesting causes and preventive measures. Why does a child lie? Is one brand of lying the same as another? What are the dangers

[4] See Appendix IV, p. 182.

of allowing a child to withdraw into a phantasy world? These and similar topics, made concrete by well disguised examples of actual boys and girls with suggestions as to how to correct wrong tendencies, make the visiting teacher's bulletin a useful and effective means of giving to the adults with whom she comes in contact an understanding of the visiting teacher's approach. Sometimes an issue of the regular school bulletin has been devoted to a description of the visiting teacher's work.[5] Sometimes visiting teachers themselves have issued bulletins in mimegraphed form. Mimeographed bulletins are convenient and can be issued by the visiting teacher at regular intervals—monthly, quarterly, or as often as she thinks effective—so that parents and teachers will come to look for them. Such bulletins are less formal and less expensive than printed ones, and can be made attractive with reproductions of illustrative line drawings. In a few school systems bulletins describing the visiting teacher's work have been distributed for the information of the school staff accompanied by a letter from the superintendent.

Through these and other channels explanations of the principles underlying the work, of the kinds of problems to be referred, and discussion of the relation of teachers to the process of treatment can be presented. They will thus serve to clarify ideas of function and to provide suggestions on points of view and procedure that will be particularly helpful to the classroom teacher. Wider contacts can be made through professional periodicals and through meetings of state and local teachers' associations.

The press, of course, offers one of the most available channels for extending a knowledge of the work. When reflecting an interest in child welfare, the newspaper may have an inestimable influence in developing public opinion for better schools, better playgrounds, better family relief

See Appendix X, p. 210.

work, better housing, and all constructive measures for child conservation. Needless to say, publicity of this sort should only be released by, or with the approval of, school authorities. In the preparation of material for this purpose the utmost pains must, of course, be taken to insure the disguising of all case material. The very fact that such a large audience is reached makes it necessary to use particular care to avoid misinterpretation and misunderstanding.

Profitable opportunities for interpreting the work to social workers and civic groups usually come through contacts in the process of case work itself, and, in a more formal way, through the visiting teacher's participation in conferences and club meetings. Statistical material, when clearly organized and graphically presented, has been successfully used in addresses, even when they are of a non-technical nature. Posters,[6] too, have often been found effective for illustrating talks and for exhibit purposes at teachers' conferences and parent-teacher association conventions and in libraries or other public places. The ways in which the visiting teacher may contribute to the programs of these various groups is suggested by the following list of addresses which have been given at various times in different parts of the country:

The Visiting Teacher and the Unadjusted Child
The Importance of Learning from Others How to Bring Up Our Children
Detecting Children's Problems
Personality Failures
Responsibility of the School to Meet the Problems of Its Unadjusted Children
Changing Standards of Youth
Habit Training
Freedom as Related to Discipline

[6] The National Committee on Visiting Teachers has a set of such posters which may be purchased or borrowed for special occasions. See copy reproduced in Appendix IX, p. 209.

Problems of a Normal Child
Recreation for the Child—A Community Problem
Community Participation in Education Week
The County Visiting Teacher and Juvenile Delinquency
Home, School, and Children
The Work of a Juvenile Court from the Visiting Teacher's Point of View
Child Welfare Needed in this State
Economy through the Application of the Case Work Method in Dealing with Dependent and Delinquent Children
Community Interest in Youth

Giving addresses on allied subjects such as these and leading informal discussions provide unusual opportunities to interpret the work incidentally to different groups and to increase the resources for cooperation in the work with children and in the extension of the service.

CHAPTER VII

PROFESSIONAL PREPARATION

It is wise for the prospective visiting teacher, as it is for any one who is contemplating engaging in a new line of work, to consider carefully at the outset the general character of the profession which she expects to enter. Visiting teacher work, like every other profession, has its hardships, and there is no desire here to minimize them. The visiting teacher will find that her hours are irregular, that there is evening work, and that there are often Saturday and Sunday demands. Furthermore, tackling one serious problem after another brings a certain discouragement, and the constant handling of children's difficulties means a drain on the emotions.

In spite of these hardships, visiting teachers all over the country who have been engaged in the work for many years display a singular amount of enthusiasm and loyalty which testifies to its holding power. One reason for this feeling undoubtedly lies in the newness of the profession, in the fascination always attendant on beginnings, in the living quality which belongs to all things which are growing, developing, and changing. Another reason lies in the nature of the work itself. There is a peculiar satisfaction derived from working with children, a satisfaction which is not to be found in other professions. Adjusting children's problems means working in a vital way with them. Indeed, dealing with a child's difficulties as a part of his school world, breaking through the outer crust of his personality and getting at the real individual beneath, removing obstacles to his growth, providing a release for his energies and preventing the warping of his emotional and mental nature

—certainly all these activities constitute, in a very real sense of the word, "education," and mean a challenge to all of the powers of the visiting teacher. For any one who is adequately equipped for the work and who has a sincere interest in it, the rewards will far overbalance its hardships.

TRAINING AND EXPERIENCE

Experience with visiting teacher work has now been sufficiently extensive to warrant a certain degree of definiteness in the formulation of standards as to what constitutes adequate preparation for entering the field. Opinion on the subject has been summarized in three studies—a survey made in 1921 by the American Association of Visiting Teachers[1]; an investigation made by Dr. J. J. Oppenheimer in 1923, which includes reports from school administrators; and a report made in 1926 by the Committee on Standards of the American Association of Visiting Teachers. The questionnaire method was used in all of these studies and the information gathered shows an unusual degree of agreement, although the studies were undertaken in different years and for somewhat different purposes. It is upon these studies and also upon the experience of the National Committee on Visiting Teachers, which has had the task of selecting many candidates and of evaluating their service, that the present statements regarding standards are based.

As the visiting teacher is working in two fields—namely, those of education and of social work—she needs, in addition to a good education—preferably a college degree—professional equipment and experience in both of these fields.

The professional requirements for teaching differ in the various states and will not, therefore, be discussed here. A visiting teacher should, of course, be able to meet the qualifications for teachers of the state in which she works.

[1] Formerly National Association of Visiting Teachers.

More than one-half of the leaders in the visiting teacher field, according to Dr. Oppenheimer, advocated at least two years' teaching experience, since a knowledge of the teacher's psychology and of the possible adjustment of children can be most readily obtained through actual classroom work. Inasmuch as visiting teacher work is primarily preventive, experience in the elementary grades is the most valuable, although experience in teaching in the secondary schools is desirable for any one who contemplates undertaking visiting teacher work with high school students.

A progressive point of view toward education is also essential. The visiting teacher must keep abreast of the modern trends in education, at first-hand if possible, but if not, by reading.[2] She should familiarize herself with forward-looking school plans and with demonstrations and applications of new methods that are conducted on a city-wide scale. An understanding of different types of school organization and administration, as well as of classroom problems and procedure, is a necessary part of her equipment and should be gained by observation and study when first-hand experience is lacking.

Professional preparation in social work is an indispensable part of her equipment because it supplies her with her technique. This may be secured in one of two ways —through study at an accredited school of social work or through training on an apprenticeship plan in a case work agency. Under the latter plan, experience in a family agency or one concerned with the care of children is of the greatest value. It is important to stress the fact, however, that the quality of work and of supervision in such agencies must be of high standard. An apprenticeship period should usually last two years, although the amount of experience that can be gained in this way will naturally vary with

[2] See bibliography and book list in Appendices VII and VIII.

circumstances. At any rate, the prospective visiting teacher should remain long enough to become familiar with the principles of social case work and to acquire facility in case work, and to gain a social point of view and a knowledge of community resources, all of which are essential to her work in the community.

A full course in a school of social work covers two years and includes both class work and field practice. In general, the following courses or their equivalent, together with the field experience listed, are recommended:

I. *In the field of social case work.* At least a general course in the theory or content of social case work; more specific courses in methods or principles, the technique of interviewing, recording, and the like; and an advanced seminar in social case work problems. These are essential for any form of social case work.

II. *In the field of child welfare.* One or more courses dealing with the care and training of dependent and delinquent children, or children with special handicaps. These are of value to a visiting teacher because they give her a familiarity with certain types of child welfare agencies and with institutions that are concerned with these special problems.

III. *In community organization.* Courses in this field should include a general course in community organization and studies of such special problems as immigration, recreation, or rural social work.

IV. *In the field of mental hygiene.* Because of the increasing application of psychiatry and mental hygiene to all branches of social work, as well as to education, courses in this subject should be included. These courses are usually listed under "Social Psychiatry," "Mental Hygiene Problems," "Nature of Human Behavior," or similar titles. An advanced case discussion class or seminar should follow the general course.

V. *In tests and measurements.* A course giving familiarity with the purpose and character of various intelligence and educational tests and an ability to understand their results, interpretation, and social implications.

VI. *In nutrition and health.* Courses in this field are recommended to a visiting teacher, whether working with a nurse or not, as she must continually be alert to problems of nutrition and health.

VII. *In visiting teacher work.* Two courses on visiting teacher work are recommended: one dealing particularly with problems of the adjustment of the individual school child, based on a study of visiting teacher case records, and one dealing with working and administrative relationships with various school departments and community agencies.

VIII. *In field work.* Field work is a necessary part of training and is to be arranged with reference to the student's program and particular needs. It is recommended that this work include experience for at least one quarter in the following lines:

1. Social case work, either with a family agency or with a children's agency doing intensive case work.
2. Experience with a psychiatric clinic dealing with children.
3. Practice work under the supervision of an experienced visiting teacher in a public school.

The field experience with the visiting teacher should follow at least one quarter's work in a case work agency, as the public school does not offer as good facilities for basic training as are provided by a case work agency.

Among additional courses that are valuable to the visiting teacher are historical backgrounds of social work, industrial problems, statistical methods, as well as courses that deal with modern trends in educational philosophy and procedure.

Occasionally it is necessary for a visiting teacher to take only one year of her study before undertaking the work and to complete the course later. Usually those who enter upon their work with a minimum of training, whether received in a school of social work or through experience in an agency, should expect to be assigned as assistants and to have the supervision of an experienced visiting teacher.

Basic training in social case work and allied subjects is given at an accredited school of social work. Courses in the special problems and practice of visiting teacher work, as well as opportunities for supervised field work with a visiting teacher, are offered by the New York School

of Social Work, the Pennsylvania School of Social and Health Work, and the Graduate School of Social Service Administration of Chicago University.

It should be emphasized in this connection that entering the field of social work after teaching entails for many a radical readjustment of viewpoints and habits of work, and that it is in this period at the training school, and not after undertaking the work itself, that the fitness of the candidate for the new type of work should be convincingly demonstrated.

PERSONAL QUALIFICATIONS

It is evident on practically every page of this volume that tact, sympathy, and poise are all necessary traits of personality for visiting teachers, in common with other social workers. Tact is particularly essential because of the close working relations with the school and the home and with a wide variety of agencies and individuals whose cooperation is indispensable. To these qualities should be added a genuine interest in the class teacher's problems and in the potentialities of the schools, imagination and practical resourcefulness in making plans, and an ability to meet and overcome the extreme shyness, sensitiveness, discouragement, reticence, or antagonism of the child who comes to her with a problem. The visiting teacher must be an individual to whom the child wants to show his real self.

Because the work is new, qualities of leadership are necessary. The visiting teacher is frequently placed in a community with but few social resources and in which she is the only representative of her type of service, and perhaps of any child welfare work. Such situations naturally call for a pioneer spirit and an ability to enlist the interest of the community. Under these circumstances visiting teachers are called upon to address meetings concerning the nature of their work, and their ability to do this effec-

tively is an important part of their equipment. As the work develops and staffs are organized, it is evident that positions will be increasingly available for those whose qualities fit them to be able assistants rather than directors, but the particular need in the present period of the work is for those who have the ability to plan and initiate. It is obvious, however, that assistant visiting teachers also should have sufficient qualities of leadership to gain the interest and cooperation of the teachers with whom they work.

PROFESSIONAL GROWTH AND AFFILIATIONS

Like the members of other professions, visiting teachers will wish to supplement their equipment by keeping in touch with the literature of the field and by further study and professional contacts. Accredited schools of social work not only offer courses of study for those in training but also provide summer and winter courses for experienced visiting teachers who desire supplementary study. On the pedagogical side, similar opportunities for advanced courses in educational diagnosis, psychology, and sociology are given by university departments of education. Many visiting teachers have derived great benefit from summer periods of field work in psychiatric clinics and from periods spent in observing the work of special clinics for children.

Opportunities offered by membership in professional organizations, parent-teacher associations, and local groups of teachers and social workers—are also stimulating. To each of the latter groups, especially, she can contribute a point of view that may bring them closer together in work upon common problems. Because of her double training and the two-fold aspect of her work, she will want to maintain connections with both educational and social work organizations that are state and national in scope. One of the most helpful organizations is the American

Association of Visiting Teachers which was organized in 1919 to further the work of visiting teachers by uniting them in matters of common interest and in the formulation of professional standards and methods of work. Because the Association recognizes the necessity for keeping abreast of both educational and social progress, its annual conferences are held alternately at the annual meetings of the National Education Association and the National Conference of Social Work. It publishes a bulletin several times a year. In several states there are visiting teacher sections of the state teachers' association and in some cities there are also local associations of visiting teachers.

In addition to these professional organizations, the National Committee on Visiting Teachers, to which reference has already been made, is available for advice and information. This Committee is affiliated with the Public Education Association of New York City and was organized in 1921 as part of the Commonwealth Fund's program for the prevention of delinquency. Supplementing its original program of demonstrations of visiting teacher work in thirty different communities, this Committee now offers an advisory service which is rendered without cost to any community undertaking the work. This service consists of recommending suitable candidates, assisting in the selection of a school in which to begin the work, supplying case record forms at cost, sending a field worker to the community at certain periods, and advising the visiting teacher on her case work and procedure. Consultant service is also rendered by correspondence. Aid is given in interpreting the work to the community through occasional addresses when a member of the staff is in the vicinity. The Committee is prepared to answer inquiries regarding the literature of the field and generally to act as a bureau of information for those seeking a knowledge of the work.

APPENDICES

RECORDS, REPORTS, AND FORMS USED IN VISITING TEACHER WORK

APPENDIX I

CASE RECORD: FACE SHEET AND NARRATIVE

The case record form recommended by the National Committee on Visiting Teachers includes a face sheet and summary on the printed form, as reproduced on the next four pages, usually accompanied by a detailed narrative of developments such as that given on pages 155 to 162. In this sample record the names and other data have been changed to conceal identity but the essential facts are unchanged. In filing this material, the sheets of the detailed narratives are placed within the four page printed folder.

In this reproduction, the case record form is of course reduced in size. The original folder is 8½x11 inches in size to fit the standard filing cabinet, and has the usual flap on the third page to make the name and case number visible at the top.

DATE OPENED 12-12-23 **VISITING TEACHER RECORD** **CASE No.** 69

City.....Walton, Ill.....**School**....Marshall....**Visiting Teacher**..Alice Stone.....

Given Name	**Surname**	**Date of birth** 2-28-15..	**Grade**	**3B**	**3A**	**4B**	**4A**	
..Joseph.....	Miller.....	**Place of birth** Lynn, Ind.						
Parent or Guardian..Mrs. Carl Lee.....		**Race:** W X B Y	**Room**	14	16	17	....	19

ADDRESS..726 South Center Street.....

.....

.....

ADDRESS.....

.....

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1. MEMBERS OF HOUSEHOLD

Parents	**Age**	**Citizen**	**Birth Place**	**Language**	**Religion**	**Not Living at Home**	**Significant Characteristics**	**Occupation or School Grade**
Stephen...	55	Yes	U. S.	.....	.....	X	.....	Factory employee
Gloria.....	48	"	"	.....	.....	.....	.....	Works with husband
S.f. Carl Lee	46	"	Eng.	.....	.....	.....	.....	Owns fruit store
Children		**Date of Birth**						
Henrietta..	18	3-8-05	.....	.....	.....	X	.....	Living with aunt
Frances...	10	6-2-13	.....	.....	.....	.....	Crippled.....	4A.....
Joseph....	8	2-28-15	.....	.....	.....	.....	.....	2A.....
.....	...	.....	.....	.....	.....	.....	.....	.....
.....	...	.....	.....	.....	.....	.....	.....	.....
.....	...	.....	.....	.....	.....	.....	.....	.....
.....	...	.....	.....	.....	.....	.....	.....	.....
.....	...	.....	.....	.....	.....	.....	.....	.....
.....	...	.....	.....	.....	.....	.....	.....	.....

2. OTHERS IN HOUSEHOLD, OR RELATIVES ELSEWHERE

Maternal aunt living in Indianapolis.

3. HOME CONDITIONS

Confortable modern home in a newly developing section of city. Mother and stepfather both work in store. Mother remains at home until children leave in morning. They take their lunch to school and after school report either at the store or to the mother who tries to be at home. Mrs. L. suggests that there is some friction between herself and Mr L. largely over money affairs and the care of the children.

4. ATTITUDE OF HOUSEHOLD TOWARDS CHILD

Mother states frankly that she does not understand child at all, except that he is just like his father. Stepfather easily annoyed and irritated by child. Sister, F., a cripple, makes many demands and has obtained sympathy for herself. J. is expected to yield to her demands.

5. ATTITUDE OF HOUSEHOLD TOWARDS SCHOOL

Cooperative when approached. Overtures have come from the school.

6. NEIGHBORHOOD INFLUENCES Good.

This section is being settled by families of moderate means who buy their own homes. Children are fairly well supervised. Children use vacant playgrounds.

7. AGENCIES INTERESTED (Give date)

Family Court 1917

8. REFERRED BY Principal X Teacher Nurse Att. Officer or	9. REASON GIVEN Scholarship X Behavior X Other Reason

10. STATEMENT OF PROBLEM (as seen by person referring)

Very troublesome in school. Scholarship poor.

11. SUMMARY OF PREVIOUS SCHOOL HISTORY (Other schools attended; Institutions; grades repeated or skipped; terms in special classes; general estimate of scholarship, conduct, attendance, illness. Give dates where significant.)

1921-22—Grade 1B, 1A	Absent 10½ days—4B's	Promoted	Waverly School
1922-23—Grade 2B, 2A	" 1½ days—1B	4 C's 1D	Retained 2A
1923-24—Grade 2A, 3B	" 13 days		

12. SPECIAL CHARACTERISTICS (Consider personality traits, habits, associates, occupations and reactions to influences)

Child does not have playmates as he fights and quarrels with them. He annoys his sister and threatens her. He likes most to be alone with his mother and plays best with his dog and with one recent acquaintance, Geo. Eggleston, a boy one year his junior.

13. PSYCHOLOGICAL RATINGS (Give authority and date)

Psychologist, University Clinic—2-25-24
C.A. 9-0 M.A. 11-6 I.Q. 128 See narrative p. 3

14. HEALTH HISTORY (Developmental, and present condition:---give authority and date

Mother reports development normal. No illness except an attack of chickenpox at three and light case of measles at five.

NAME Joseph Miller

CASE NO. 69

PROGRESS OF CASE

NOTE: In sections 15, 16, 17, 18 use the following symbols for:--Action being attempted /: Secured X: Not secured △

15. SCHOOL

Modified requirements.....
Change in class.....
Change in school.....
Change in attitude toward child X Prin. and T.
Referred to.....

16. HOME

Physical condition of child.....
Change in attitude toward child X.....
Improved supervision.....
Home atmosphere X.....
Opportunity for study.....
Recreation X.....

17. CHILD

Home study.....Class Work X.....
Conduct X.....
Change in attitude of child X.....
Improved use of leisure time X.....
Attendance.....Lateness.....
Health.....

18. SOCIAL AGENCIES: (give date and name of agencies.)

Regulated play.....
Clubs or classes X Swimming Y.M.C.A.–4-25
Excursions.....
Country outings.....
Financial relief.....
Family adjustments.....
Care of health.....
Opportunity for study.....
Mental hygiene.....
Other University Psychological Clinic–2-25-24

20. CONTEMPORARY SCHOOL HISTORY

Date	Grade	Absent	Late	Conduct	Proficiency
1–1924	2A	1	.....	Poor.....	2A-3B-1C
6–1924	3B	12	.....	Improved	2A-3B-3C
1–1925	3A	.....	.....	Good.....	Promoted
6–1925	4B	5	.....	Excellent..	Promoted

21. REMARKS:

19. OTHER OUTCOME OF CASE

Promoted X...Graduated.....Trade school.....Left city.....
Not promoted...Jr. High.....Employment certificate...Other.....
Demoted.....High School.....Transferred.....

FINAL ESTIMATE

22. UNDERLYING PROBLEMS J's dissatisfaction and rebellion are connected with his emotional deprivations. Contributory factors were: He was unwanted child in broken home where crippled sister got the lion's share of family's attention; family compared him to his own father and expected delinquent tendencies; mother was discouraged and lacked confidence in her ability to cope with the situation. His contacts with his father contributed further to his unadjustment. In school he was repeating his grade in a slow moving group and had gained reputation for being difficult, a trouble maker and a poor worker.

23. MEASURES FOUND EFFECTIVE

Giving J. some sense of security by furnishing a stable friend in the V. T. and helping him to a better attitude toward his home and school. Helping teachers to understand J. and his situation and the effect of their attitudes and decisions upon him in view of these facts. Helping mother to understand the relationship of her treatment of J. to his problem and to arrive at a better way of handling him.

24. TO WHAT EXTENT ADJUSTED

Scholarship very much improved. Last semester in school child had record of very good behavior. Child's attitude and behavior in home much improved.

Date of Closing 6-5-25

SUMMARY

Note: When a narrative record accompanies this form this page is not ordinarily used for the summary.]

DETAILED NARRATIVE ACCOMPANYING THE PRECEDING CASE RECORD FORM

MILLER, Joseph
726 South Center Street
Born: 2-28-15
Grade: 2A
Referred by: Principal
Date referred: 12-13-23.

Statement made: Very troublesome. Poor scholar.

12-13-23 Teacher's description of problem. The teacher explained that J's behavior in school varied. For two or three days at a time he is a very obedient child and quite happy in his work. Then almost without reason he becomes angry and sullen, refuses to play with the children, and accomplishes nothing at all at school.

The teacher was distressed about this situation and early in the fall called upon the mother to ask her help. The mother seemed at as great a loss as the teacher to understand the child's behavior and intimated that she was having the same trouble with him at home. She even thought that she might have to have him sent to an institution since she felt that she could not master the situation herself. She expressed a willingness to have the school do whatever it thought best with the child.

Since that time the teacher has tried in every way that she has known to help the child but she feels with little success. His conduct is variable and his work in school is so poor both in arithmetic and reading that the teacher feels that she will not be able to promote him at the close of the semester.

Same date First contact with child Observed the child in schoolroom. The V. T. first made acquaintance with J. as he and a group of children were playing at the sand table. The children were buying and selling milk and cream and were learning the use of the measures and the exchange of money. The V. T. entered into the project with them. J. was greatly interested and the V. T. talked to him especially. During the conversation he told her that he did not like school and that he found the work very hard. When the V. T. asked him whether he would like to have her help him with his school work he seemed quite happy. The V. T. helped him prepare a reading lesson. During this time J. was in a very cooperative mood.

12-17-23 Arrangement to meet mother Called at J's schoolroom. J. greeted the V. T. as she came into the room. She took this opportunity to help him with both his arithmetic and his reading. He responded quickly to the personal interest and expressed appreciation of her help. He told the V. T. that he did not have many friends to play with, that he spent most of his time out of school with his dog and with one boy friend whom he had recently made. In response to a slight suggestion made by the V. T., he invited her to come and see him at his home and become acquainted with his mother.

1-15-24 Follow-up Since the Christmas holidays the V. T. has twice visited with J. and has helped him with his school work. He asked whether the V. T. had been to see his mother. When she explained that she had called but found no one at home he said that his mother worked at a fruit store and that he would like to have her go to see his mother there.

Same date Called at the fruit store to meet J's mother. She explained that J. had told her about the V. T. and she made an appointment for the V. T. to call at her home on January 17, about 9:00 o'clock. The mother remains in the home until after the children go to school, then works in the fruit store until about four o'clock. She always tries to be at home when the children return from school.

1-17-24 Home Interviews V. T. visited the home which was comfortable and modern. The mother was appreciative of the school's interest in J., who she feels is a problem. She told the following story of her married life: J's father was a quarrelsome man and continually nagged at the mother and the children. When J. was two years old there was a separation of the parents which was later followed by a divorce. In September, 1923, the mother was remarried to the proprietor of the fruit store. Stepfather seems well intentioned and able, but does not understand J. Is annoyed by his trouble-making and apparently resents his fondness for his own father.

Child's attitude toward father After the separation of the parents J. was allowed to visit with the father upon certain occasions. Usually when he came back from one of these visits he was especially troublesome in the home. He made exorbitant demands upon the mother and when she could not meet the requests he would threaten to go back to his father. For the past year there has been no connection between father and son. The mother feels that in every respect J. is like his father. She cited the fact that he seems to have spells characterized by quick temper, anger, and insolence.

Child's attitude toward sister and playmates J. had never been known to get along well with any of his playmates. The only boy whom he seems to like and with whom he seems to be able to play is R. E., who is one of the boys in the new neighborhood. Before the mother was married she lived in the rooms above the store. He frequently came into the store asking for pennies or candy and upon several occasions the mother found him helping himself without permission. When she investigated she found that some of the boys in the neighborhood had been sending J. on these errands. For the most part these were boys who were much older than J.

The sister has been lame and because of this physical defect has probably received more attention and thought than J. has. J. is at time very hostile to the sister, and the mother actually fears to allow the two children to be alone. Upon one occasion she came into the room just as J. reached for a butcher knife when he became angry at his sister. She feels that she cannot trust him in the sister's presence. Until two years ago J. and his sister slept together. Since that time each has had a separate room and the mother does not allow them ever to sleep together or to dress or undress in the same room.

The mother explained that upon two or three occasions threats were made by the neighbors to have J. put in a reform school. One of these occasions was when they lived at Cambridge Place. A father came to the home very angry because J. had tripped his little daughter and had turned up her dress. This had made the mother feel that perhaps J. was curious about girls and she had realized the necessity of making arrangements for the children to sleep alone. V. T. suggested to the mother that possibly J. was jealous of the sister. The mother scarcely believed that such a thing was possible, but agreed to watch herself carefully.

Attitude of mother toward problem The mother seems sincere in her desire to help J. She would be glad to have the V. T. make what seems to her to be the best plans for the boy and she expressed a desire and willingness to cooperate in anything that might be suggested.

1-26-24 Although J's achievement has been uneven, the teacher feels that he has ability and that he is capable of doing 3-B work if his behavior is better. In conference between V. T., principal, and teacher, it was agreed that J. should be given a trial in the next grade. It was also agreed that V. T. would make arrangements for psychological test for J.

1-28-24 Conference with teacher J. promoted to grade 3-B. V. T. explained to new teacher about some of the difficulities in J's personality and asked for her cooperation. She became very much interested in the child's problems, agreed to observe closely and keep V. T. informed about any discoveries.

2-11-24 School improvement J's work has improved to a very marked degree. The teacher is delighted with the interest he is showing in his work. There has been no complaint about his conduct either in the room or on the playground. V. T. played with the children during the recess period and could detect no difference between J's attitude and that of any of the other children.

2-18-24 Trouble at home Telephone message from mother asked V. T. to assist in finding some home for J. as she could no longer keep him. He annoys his sister and causes her to cry so much that the mother has grown extremely nervous. The mother wonders whether J. had "anything wrong with his mind." She thinks perhaps he should be placed in an institution.

2-25-24 Psychological Clinic—Result of examination V. T. arranged for boy to have a psychological test. Results were as follows:

"Age—9-0. M.A.—11-6 I.Q. 128

"Physical: equal to 10 year average in height, and 11 years in weight; grip is somewhat weak, only 8 year average. Head is much shorter and somewhat wider than normal. Tapping test shows fairly good motor coordination, but he tires rather easily. Some faulty enunciation but this may be due to having some teeth out recently.

"Mental: Range from 9 to 15 years with a median of 11-6. Shows fine judgment and reasoning ability. In the association test, only 24% of responses were *common.* 45% were repetition of stimulus word; in 24% he failed to respond; other notable signs were 25% responses (using "I" or "we" or "our"), and 45% of the responses given in sentence.

"Diagnosis: He is certainly not subnormal mentally; on the other hand he is in the very superior class with regard to intelligence. His trouble is emotional rather than intellectual. He is at an age when he ought to transfer his affection and interest to the father and show desire to learn manly ways. Instead of the normal condition, he is still in an infantile rivalry with his older sister for the affection of the mother. The sister, being crippled, has the advantage of the race and his *treatment of her and unmanageability is a revolt against the condition.*

"In regard to possible manifestations of sex curiosity, the earlier sleeping conditions and the mother's recent attitude toward them must be taken into account.

"Recommendation: A year or two at a good boys' school might be a good thing for him. While the mother might be able to adjust her affections to meet his demands, yet he needs to learn to become independent of mother love by getting satisfaction from things the normal boy depends upon. If he is sent away, the mother ought to keep in touch with him for a while, so as not to make the break too sudden, and leave him stranded. Under this condition, he should gradually make normal emotional adjustment."

The examination extended into the lunch hour—so the V. T. took J. to lunch with her in one of the large department stores. She hoped that he would talk freely with her. J. wanted to know if this was the same place where the V. T. had formerly taken S. B. He seemed satisfied with the V. T.'s explanation that she had taken S. B. to a physician, but that J. had been at the University. During the lunch J. was most courteous towards the V. T. He was most interested in the menu and all the occurrences. The V. T. observed, however, that he was noticeably unresponsive on the subject of his sister, his playmates, and his home.

Same date study of sister Visited sister in classroom. Conferred with teacher. Teacher feels that F. must be humored at home, as her attitude is always one of demanding considerable attention. She cried easily and without provocation.

3-11-24 Visit to home and interview The V. T. explained to the mother the result of the test and the recommendations of the psychologist. The mother receives $15 a month alimony from J's father for the support of J. She will be able to use this towards boarding J. in a home or towards sending him to a boys' school.

with the mother She knows of no home or school where J. can be placed for that sum. V. T. discussed again with the mother the possible reason for J's attitude—the fact that because F. was crippled, the mother was unconsciously paying more attention to and showering more affection upon F. than J. The mother and V. T. also talked of the mother's tendency to identify J. with his father. The mother said frankly that she suffered continually from fear that J. would be exactly like his father.

Additional information The mother told V. T. about the struggle she has had in life. While she was living with J's father, he was unwilling to give her money for clothing or food. She had two girls whom she was trying to support and if she even asked for help to furnish clothing for them, he would tell her she could go out on the streets and earn her living there as other women did. She tolerated the abuse as long as she could; she then placed the oldest child in the L——— Orphanage in Illinois, and tried to live apart from her husband and earn a living for her and F. She was receiving reports of the immoral relations which her husband was having with other women and she felt she could tolerate life with him no longer. But shortly after she left him, she discovered she was pregnant with J. A temporary reconciliation was made and the mother and father continued to live together until J. was two years old. Then she left him. For a while she boarded the two children in the W——— Home for Dependent Children.

Same date Investigation regarding father and divorce of parents. Record shows that the situation was same as that described by the mother. The father at present lives in a downtown block and is closely associated with a woman of ill repute. V. T. made the investigation regarding the father to discover whether it would be at all possible for J. to live with the father, but decided that such a change would be most unwise.

3-20-24 Plans for Foster Home V. T. has endeavored, through the various social agencies, to find a suitable home for J. She has visited several private homes where children are taken to board, but has to date found nothing which will give the suitable environment. In the meantime, she has been working both with J. and with his sister F. in an effort to establish a better understanding between them. On this date, as the V. T. was driving along the street, she passed J. going home from school and noticed that he was crying. She picked him up and learned that the cause for tears was merely a boy's scrap and fight. She asked J where he would rather go. J. replied that he would like most to go to the store to call for his mother.

Relationship of stepfather and child. At the store J's stepfather rebuked him rather severely for coming for his mother when his mother was home ill. J. had forgotten about this and felt most chagrined at the father's rebuke. The V. T. took him home and J. quite insisted that she come in and see his mother. The mother had been quite ill for a week. The children prepared their own breakfast, packed their own lunch. A woman came in during the day to care for the mother.

4-14-24 Conferences. with child During this visit, as in others, the V. T. tried to bring the brother and sister together. She saw little evidence of hostility on the part of the sister. V. T. tried to see J. almost every week. J. is always anxious to have V. T. visit at his home. The last visit was made especially to keep the confidence and interest of the child.

4-14-24 More trouble Teacher explained that since the spring vacation J. had not been the same boy that he was before. He was more troublesome and annoying and seemed less interested in his work. Teacher felt that perhaps it was partly her fault as she had been ill and as a result was more irritable.

Same date conference with child V. T. helped child with school work and emphasized his successes. She tried to get him to talk about school but about the only remark which he would make was that he didn't like school. He could give no reason for this. V. T. tried briefly to help him see some of the worthwhile things

about school, calling his attention especially to his teacher's interest in him. J. is very fond of his teacher.

4-30-24 Visit with Mother V. T. inquired about J. Mother volunteered information that he had been a little "spunky" since spring vacation. V. T. inquired about a possible cause for this. Mother explained that J. had planned to spend his spring vacation with his grandmother in another city. But an aunt at this home had been unwilling to have J. come there because he is so noisy. They were, however, willing for F., the sister, to come. The sister had gone and J. had, of course, resented this. V. T. discussed summer plans with the mother.

5-1-24 Explained this occurrence to teacher as a possible cause for change in J's attitude.

5-14-24 Information from Teacher J's attitude has improved. The teacher's renewed interest and understanding has undoubtedly helped greatly. Teacher showed V. T. an adobe house and utensils which J. had made. They were all excellent in construction.

5-21-24 Found J. absent from school on account of chickenpox. Teacher felt if child was absent many days, he could not be promoted. However, after a discussion of the creditable work he had been doing and the possible effect of being left again with younger children, it was agreed that he should not lose his promotion because of absence alone.

6-5-24 Information from Teacher The teacher thought over J's situation and decided to promote him to grade 3A. Mother is very much pleased over J's promotion. Mother will take both children on a visit to the grandmother's during the summer.

9-11-24 Conference with child J. saw V. T. in corridor. He approached her with a broad smile and remarked, "Where was you all this time since school began?" He asked V. T. to be sure and come to his home soon.

Same date Question of Promotion. J. is in the slowest group of the 3A. The V. T. urged his being placed in the best group since the psychological test showed that he ought to be able to do the work there, but neither the principal nor the former teacher felt that such action would be justified. The present teacher wanted to talk with the V. T. about J. since she was a close friend of Miss H. in whose room J. was at the beginning of the school year 1923-24. Miss H. had told her so much about what a difficult problem J. was that she immediately became frightened when she realized that she was to have J. this semester. She wanted to know what she should and should not do for him. The V. T. explained to the teacher certain things about the difficulties which J. had been having in his home and assured her that she need not be afraid of him. At the close of the conversation the teacher's attitude was very different. She remarked, "I am just glad to know about this. I think maybe I can help him."

Continued work with Mother The mother was as cordial in her greeting of the V. T. as J. himself had been. She explained that J. had remarked during the first few days of school that he had not seen the V. T. He was very happy when he announced that V. T. was in town. The mother had been quite ill of late and appeared extremely irritated about J. and his "bad behavior." V. T. felt that it was very important constantly to keep before the mother the necessity of avoiding petty irritations and of maintaining absolute fair play in the home as far as he and his sister are concerned. The mother was most resentful because she felt J. was destructive. She explained that he had a pair of roller skates. He, however, had decided that he wanted a scooter. As he could not have this he got a box from the fruit store and built a scooter, using the rollers from the roller skates as wheels. The mother could not understand his doing such a thing—why he would destroy the gifts that she had given him. The V. T. explained to the mother that possibly this was not a destructive factor in the boy's makeup but rather a constructive one. He was trying to build

the thing that he wanted out of these things which he already had; that she would call it destructive if he merely broke the roller skates and threw them away. She suggested the possibility of space being found in the barn for building purposes.

A new feature has arisen which will probably be a source of constant irritation to J. His own father had failed to make the necessary alimony payments. The mother had taken the case into court this summer. A settlement has just been made whereby the alimony is reduced from $30 a month to $24 per month but the same settlement grants the father the privilege of seeing the children every Sunday afternoon. As the father lives in an undesirable rooming house and as the stepfather resents having the father visit in the home, an arrangement has been made whereby the father is to take the children riding. The sister does not wish to spend time with the father and there is a crying spell just before she goes away with him.

J., however, is quite anxious for these visits with his own father. On the previous Saturday he refused to obey. The mother had asked the sister to do a piece of work which she had not done. Instead of having the sister finish the work, the mother tried to have J. do it. He refused because he said that he had done his own work and did not wish to do his sister's. The mother told J. that if he did not wish to obey her he could pack his things and go to live with his own father. J. said, "All right, I'll do that." He went upstairs, packed his bag, and came down to bid his mother goodbye. The mother regretted what she had done and begged J. to wait just a little while. He remained for a while but when the mother returned from a little visit which she made in the afternoon she could not find J. or his suitcase. She became frightened, called the stepfather, and went to the home of J's father. Neither J. nor his father was at home but she saw the suitcase standing in the stairway. She remembered that J. had been barefoot that day and when she looked through the suitcase she found that he had forgotten to take his shoes. She left a message for him to come back home since he did not have any shoes, but J. did not return. The next day he came with the father to get his sister and go for a ride. After the ride, the mother and stepfather persuaded him to remain at home but beyond that they have not been able to get him to talk about his experience. The mother explained that she had learned a lesson and would never threaten J. with such a thing again.

Several times as the V. T. directed the conversation the mother appeared to recognize of her own accord certain mistakes which she was making. The V. T. realizes, however, that it will be a long, slow process to get the mother and stepfather to a point where they will no longer be placing obstacles in the way of J.'s development.

J. came home while the V. T. was there. Almost the first thing he said was, "Can I run to the store and get the V. T. that chocolate bar? You know, I promised her one last year and I never gave it to her." As V. T. had some errands to do she took J. with her. He insisted, however, that she drive to the store for the bar. The V. T. without resorting to direct questions gave every opportunity to J. to talk about his experience over the week-end but he seemed unwilling to do so.

10-23-24 *School Progress.* V. T. kept in contact with J's work in school and with the situation in the home. There were no serious difficulties in the home. The teacher in school reported good progress and good behavior. She reproached herself on account of her former feeling and explained to the V. T. that "He was not bad at all."

1-29-25 The semester closed without serious interruption as far as school work was concerned. J. was promoted again and this time the V. T. persuaded the principal to place J. in a faster moving group. One episode occurred which might have had unfortunate results in his relationships with his new teacher. The V. T. found a note in her box addressed by the teacher, which said, "Come in and see me. J. is in trouble again." She arranged for a conference with the teacher during the noon hour. A rule of the school was that children must not play marbles for "keeps." She found that the night before J. had played marbles with another boy on the way home from school and had kept one of the marbles. This had been reported to the teacher, who felt that it was a serious matter and wanted to know

what she ought to do about it, what kind of penalty should be imposed. The V. T. explained to the teacher that she had every respect for school law and that she would want J. to respect the law as much as any other boy, but that she believed that there were many boys in the M. School who played marbles for "keeps" in spite of the ruling and that to punish J. because he had kept one marble would offset all the good that had been accomplished. She urged the teacher not to emphasize the matter any more with the child and agreed to talk with J. about the marbles.

The V. T. took J. with her on a round of errands after school in order to have an opportunity to talk with him casually about playing marbles. He explained to her that all of the boys kept marbles. The V. T. endeavored to make him see that it was much finer to really observe the laws which the school made. He listened to her seriously and explained that he would make an effort not to keep marbles again.

Development in family situation Practically every week during the semester the V. T. made a point of seeing J. or keeping some check on his work. She also made numerous calls at the home. Here affairs were not so favorable for a while. The father continued to have the privilege of seeing the children weekly. This always caused commotion in the home both before and after the children's visit with the father. F. always wept bitterly because she did not wish to see the father, and after the visit J. would be very disobedient and would reply to the mother's requests for the performance of little duties that he did not have to do anything which she told him. The mother feels that the father probably encourages the children to be disobedient in the home. F. makes the same statements but J. will not talk about his visits with his father. V. T. talked with J. about his attitude towards his mother and explained to him that since he is living in the home with his mother who takes the responsibility for him that he ought to help her as much as possible. He can do this best by obedience. At the same time the V. T. has endeavored to help the mother and the stepfather to understand the very disturbing features in the situation for Joseph and to assist them in taking a helpful attitude with him in regard to his own father.

The V. T. has heard rumors of the father's life which lead her to believe that he is not fit to have his children for a week-end. She investigated herself and found that the father has at times lived with women to whom he is not married, and that his conversation is degrading. She reported her findings to the judge and probation officer of the Court of Domestic Relations in an effort to bring about a change in the court ruling to allow the father to have the children for the week-end. It was necessary for the mother to make a petition for a change. When this was accomplished in the middle of November, the father disappeared and to date has not been located. The supposition is that he has disappeared to avoid payment of alimony. This automatically relieved matters. In the home J's attitude is very much better since he has not been visiting with his father, and the V. T. feels that the situation between J. and his stepfather is improving.

2-4-25 Conference with new Teacher At the beginning of the new term, V. T. talked to the new teacher who explained that she had felt at first that J. was a real discipline problem and that she must handle him with an iron hand. She has tried this for a week and found that it does not succeed. V. T. has tried to enlist her special interest in J. by explaining to her briefly some of the problems which the child has had in his life. She endeavored to show the teacher that J. was capable of carrying responsibility and of doing very good work and the danger of assuming an attitude that he must be disciplined. The teacher suggested herself that she might try him as a monitor and give him little extra duties to perform.

3-5-25 The teacher is delighted with J's good attitude in the schoolroom. He makes a first-class monitor and she has no fault to find of any sort.

3-26-25 J. has been out of school for the whole week. Visit to the home showed that J. had been having the "flu." There had just been a long distance telephone call stating that the grandmother had died. J. was trying to help his mother

get ready to go away to the funeral. The mother took time enough to tell the V. T. that J. has been such a good helper in the home.

6-4-25 Reports from the teachers on J's conduct and scholarship have continued to be most favorable. The teacher is surprised to find that the difference in her point of contact made such a difference in the child. She volunteered that she would suggest to J's teacher of the following year just how J. should be treated. V. T. encouraged her to do this.

Same date Visit to Home For the first time the V. T. has found the entire family at home. The relationship seems very happy and congenial. J. has been teasing his mother to go to summer school. The mother was surprised that he should like school so much that he wanted to go to summer school. He explained to the V. T. that he wanted very much to make up a half year that he had missed. His idea of summer school was to make exceptional promotion. V. T. discussed this with the mother and father and the final decision was that it would be inadvisable for him to attend summer school this summer. It seems better to have him try to improve his regular grade work and then perhaps try summer school next year. V. T. arranged for J. to go to the swimming classes at the Y. This seemed to delight him. As V. T. was leaving the home, the mother followed her out-of-doors. She said she wanted to express her sincere appreciation again of the V. T.'s interest in J. She couldn't begin to explain to the V. T. how different J. was at home. She knew that it was the influence of the V. T. for it was the first time that J. had ever listened to any one's advice. J. was promoted with good grades to 4A.

APPENDIX II

ABBREVIATED CASE RECORD

As suggested on page 131 an abbreviated record form must sometimes be adopted in a school system where circumstances necessitate brevity in records, or where stenographic assistance is seldom available. A simple abbreviated record is reproduced herewith, page by page, the form occupying a four page folder.

DATE OPENED 1-30-27 **VISITING TEACHER RECORD** CASE NO. 65

City....Middletown, Ind.....School.....Alden.....Visiting Teacher....Mary Black.....

Given Name	Surname	Date of Birth....3-8-15....	Grade	6A			
.....Anna.....	.....Porter.....	Place of birth..Troy, N. Y.					
Parent or Guardian.....Martin Porter.....		Race: W X B Y	Room	207			

ADDRESS.....218 Mansfield Drive.....

ADDRESS.....

1. MEMBERS OF HOUSEHOLD

Parents	Age	Citizen	Birth Place	Language	Religion	Not Living at Home	Significant Characteristics	Occupation or School Grade
Martin....	45	yes					Quick tempered.....	Chemist.....
Lillian.....	39	"					Pleasure loving.....	
Children		Date of Birth						
Anna.....		3-8-15					Shy, self-conscious.....	6A.....

2. OTHERS IN HOUSEHOLD, OR RELATIVES ELSEWHERE

Mother's parents and sister live in Bangor, Maine. Sister has several children whom Mrs. Porter describes as very bright. Anna is to be left with this grandmother during the summer (1927).

Father was the only child. Parents dead. Father was brought up by an uncle who is now a retired merchant in Baltimore.

3. HOME CONDITIONS

Parents live in a residential hotel. Anna has a room of her own. Is left much to her own devices. Family moves frequently as Mr. Porter is sent from one plant to another by his employers. They have lived much of the time in boarding houses. Mother and father belong to a group with many social engagements. Father is reported to drink heavily at times. Anna has been neglected and little effort seems to have been made to provide companionship for her.

4. ATTITUDE OF HOUSEHOLD TOWARDS CHILD

Mother apparently regards the child with some embarrassment and humiliation. This may be increased by the fact that Anna who is very unattractive unmistakably resembles her. Father is very strict especially about studies, anxious for her to do him credit. The mother reports he easily becomes irritable. Parents frequently state before child that she is not bright. Former landlady states that Anna was neglected and then criticised in public by father and mother.

5. ATTITUDE OF HOUSEHOLD TOWARDS SCHOOL

Mother, upon entering the child, stated that Anna had never before attended public school, that she and the father who were ashamed of Anna's slowness would help the child with her school work if necessary. They evidently at first expected complaints about Anna's unpreparedness and were ready to be antagonized. Later very friendly and cooperative.

6. NEIGHBORHOOD INFLUENCES

Family live in suburb in the Grandview Apartments, an expensive residential hotel, where there are few other children.

7. AGENCIES INTERESTED (Give date)

None.

8. REFERRED BY Principal Teacher X Nurse Att. Officer or	9. REASON GIVEN Scholarship X Behavior X Other Reason Att. of parents

10. STATEMENT OF PROBLEM (as seen by person referring)

Child is failing in work, seems sensitive and embarrassed and withdraws from the group. Attitude of parents unconstructive.

11. SUMMARY OF PREVIOUS SCHOOL HISTORY (Other schools attended; institutions; grades repeated or skipped; terms in special classes; general estimate of scholarship, conduct, attendance, lateness. Give dates where significant.)

Has attended private schools in five cities. This is her first term in public school. Never failed in promotion but parents state that school work has always been difficult for her and her records have never been good.

12. SPECIAL CHARACTERISTICS (Consider personality traits, habits, associates, occupations and reactions to influences)

Physically unattractive, straight hair, short flat nose. Stocky figure. Self-conscious and shy. Has been thrown much in the company of adults and exposed to grown-up gossip. She talks as an adult but in other ways is quite childish. Craves affection. Anxious to have people think well of her, friendly and responsive to individual attention. Child tends to efface herself in the school group and children are not sufficiently attracted by her to seek her out. She apparently has little normal play life with children of her own age. At home she likes to help the nurse take care of a neighbor's baby. She has no pets. Admires her father and mother but shows that she does not feel that she is entirely acceptable to them.

13. PSYCHOLOGICAL RATINGS (Give authority and date)

I. Q. 95. Indiv. Test. 2-25-27.

14. HEALTH HISTORY (Developmental, and present condition:—give authority and date)

Birth and early development normal. Father alcoholic, not to excess, before her birth. Has had Chickenpox, Scarlet Fever, and Croup. No serious illness. Present condition fairly good, although child does not look robust.

NAME Anna Porter

CASE NO. 65

PROGRESS OF CASE

NOTE: In sections 15, 16, 17, 18 use the following symbols for:
Action being attempted / : Secured X: Not secured △

15. SCHOOL
Modified Requirements.....
Change in class.....
Change in school.....
Change in attitude toward child X.....
Referred to.....

16. HOME
Physical condition of child.....
Change in attitude toward child X.....
Improved supervision X.....
Home atmosphere.....
Opportunity for study X.....
Recreation.....

17. CHILD
Home study.....Class work X.
Conduct X.....
Change in attitude of child X.....
Improved use of leisure time.....
Attendance.....Lateness.....
Health.....

18. SOCIAL AGENCIES: (give date and name of agency)
Regulated play.....
Clubs or classes.....
Excursions.....
Country Outings.....
Financial relief.....
Family adjustments.....
Care of health.....
Opportunity for study.....
Mental Hygiene.....
Other.....

20. CONTEMPORARY SCHOOL HISTORY

Date	Grade	Absent	Late	Conduct	Proficiency
1-30-27	6A	2	.....	A.....	E.....
4-4-27	6A	3	.....	A.....	D.....
6-6-27	6A	1	.....	A.....	C.....
10-1-27	6B	6	.....	A.....	E ex. arith..
2-2-28	6B	2	.....	A.....	D.....
4-1-28	6B	1	.....	A.....	B.....

21. REMARKS

19. OTHER OUTCOME OF CASE
Promoted..... Graduated..... Trade school..... Left city X.....
Not promoted... Jr. High..... Employment certificate.. Other.....
Demoted..... High school..... Transferred.....

FINAL ESTIMATE

22. UNDERLYING PROBLEMS
Anna has responded to her family's attitude toward her by developing marked feelings of inadequacy. She avoids contact with her group in order that her deficiencies may not be conspicuous. Her interrupted schooling and inferior ability have resulted in poor school work. Aware of her poor achievement, her unattractive appearance and unacceptable manners, Anna seeks to avoid unpleasantness by avoiding attention.

23. MEASURES FOUND EFFECTIVE
Enlisting cooperation of other pupils and of teacher to help supply some of the encouragement and interest which Anna is not receiving from home. Keeping the home acquainted with A.'s progress, showing them that her frequent changes of school had handicapped her, and giving them confidence in her. Securing the father's cooperation in helping A. but keeping him from demanding too much of her. Arranging for A. to have some systematic help with her school work. Enlisting interest of several children who befriended Anna.

24. TO WHAT EXTENT ADJUSTED
Anna definitely improved under changed treatment. Her school work improved. She was gradually brought to participate happily in group activities, and developed some feeling of security and self-confidence in her school group. Parents showed response to the attitude the school took toward child and her problem, and to the suggestions of the school for more constructive treatment of A. at home. **Date of Closing**....4-7-28....

SUMMARY

6-6-27

A. entered the Alden School in December and was soon discovered to be completely at sea in her school work, self-conscious and shy and very slow to make contacts with the other children. The teacher had planned to demote her, but, deterred by the great distress of the child, had not carried this plan through. The teacher had attempted to confer with the parents but had found them very critical and inclined to be antagonistic. They had suggested that if the Public Schools were unable to instruct A. they would attempt to find a private school for her

In contacts with the home, V. T. learned that the mother was greatly humiliated by A.'s unattractive appearance and inability to compete with the other grandchildren. Mother also apparently resented the fact that the child was generally considered to be like her. Mother gradually became less defensive. Admitted that A. had been both neglected and nagged about her apparent stupidity and expressed a desire to cooperate with the school if it could do anything for A.

Watching the child in the schoolroom and interviewing her, V. T. found her discouraged, very conscious of her failures, and afraid of disapproval at home. She was painfully aware of her social lacks, and her habit of going alone and very late to the school lunchroom was explained by the fact that she had been made so ashamed of her table manners that she tried to avoid having the other children see her eat. From the music teacher who lived at the Grandview, V. T. learned that A. had been nicknamed "Piggy" because of her poor eating habits, that parents often showed a very derogatory attitude toward her in public, that father was short tempered with her and easily irritated, and that the child was often neglected by parents who were engrossed in the pursuit of the pleasure-seeking group to which they belonged and their own marital troubles.

V. T. and teacher arranged to secure for the child some companionship with popular members of her class, to give her some special help with her lessons, to feature her in small ways when possible, and to take pains to give her some special encouragement and personal response themselves. Learning A's situation at home, teacher was very sympathetic and made every effort to build up A's confidence by recognizing her efforts in other fields beside her lessons. A's work gradually improved markedly, and this improvement was reported to the father and mother. It was pointed out to them that A. naturally was handicapped by her frequent changes of schools and interrupted schooling and they were urged to try encouragement instead of fault finding and to cease to dwell on A's stupidity.

V. T. kept in close touch with her during the rest of the term. A. blossomed out in the friendly atmosphere around her and became more self assured. It was agreed that she should be placed in the next grade (with the same teacher) on trial. A plan was worked out with A. and her mother for some regular reading on A's part in the summer. A. was to spend vacation with her grandparents in Maine.

1-31-29

During this fall term A's work was often mediocre and it was necessary at times to provide special help for her in some subjects but she presented no problem of over-sensitiveness. In January, principal, teacher, and V.T. agreed that it would be better for A. to repeat the grade. A. and her parents were both very carefully prepared for this experience and accepted it in a constructive spirit. At the end of the next term A. was promoted with a good record. Contacts continue to be made with the parents to give them confidence in the school and to encourage them to see A's improvement and to avoid destructive criticism of her.

4-7-28

When the family moved to Richmond in April, a contact was made with the V. T. there. Teachers had come to feel that A. had ability although she lacked foundation. A. had fitted into the school group and was happy and well liked by pupils and teachers.

Visiting Teacher's Record, National Committee on Visiting Teachers, affiliated with the Public Education Association, 8 W. 40th St., New York City

APPENDIX III

FORMS

The following forms or similar ones are in general use by visiting teachers. They are recommended as a basis for such adaptations as may be necessary to meet local needs.

REFERRAL CARD

(This 3x5 card is used for the visiting teachers' and principals' card index as discussed on page 87.)

Class	Date
Name	Date of Birth
Address	
Father's name	
Reason for referring to Visiting Teacher	

REQUEST FOR INTERVIEW WITH CHILD

The following three forms, mimeographed or printed in any convenient size, have been found helpful by visiting teachers in requesting either an interview with the child or information, usually from the teacher, about a child. (See page 97.)

Room No. :

If_____is in your room at present, will you kindly ask him to come to my office for a few minutes? Thank you.

_____

Visiting Teacher

MEMORANDUM REQUESTING GENERAL INFORMATION

Memo. to Date:

Re:

The Visiting Teacher is interested in the above-named student and would greatly appreciate a report from you. Will you kindly note briefly on this sheet your impressions as to scholarship, effort, interest, attention, conduct, personal peculiarities, points of weakness or strength, and any other information which may have come to your attention.

REPORT FOR VISITING TEACHER

Name Date

Section

Subject	Scholarship	Effort	Remarks (personal peculiarities, points of weakness or strength)
Reading Home Room Arithmetic			
Lit. Mon.			
Sci. Tues.			
Aud. Wed.			
Gym. Thurs.			
Penmanship Friday			

Return to home room on Friday

QUESTIONNAIRE

(This form was used in a cooperative study of a class by teacher and visiting teacher, to present an individual picture of each member of the class.)

Date:

GRADE: NAME:

SCHOOL: ADDRESS:

DATE: TEACHER:

I Birth date

II Age

III Age entering school

IV Attendance

V What schools in the city has child attended

VI Indicate grades skipped and retentions

VII Birthplace of each parent—F_____M_____

VIII Occupation which supports family

IX Data in regard to child's brothers and sisters.

X Physical handicaps

XI Child's aim or plan for himself

XII Recreation

XIII Studies which make greatest appeal

XIV Observations of interest

SUGGESTED PROCEDURE IN OPENING A CASE

(This outline indicates steps in procedure that visiting teachers have commonly found useful in beginning work on a case. See page 7.)

1. Receive referral card
2. Make copy of pupil's program from a card catalogue
3. Assign a number to the case. Start face sheet
4. Send for pupil, first consulting his program for conveient period
5. First interview with pupil:
   - a. Pupil's statement of the situation from his point of view
   - *b. Subjects which he is now taking, his progress, and teachers' names
   - c. Members of his family—their names, ages, health, occupations, interests, attitudes toward pupil, etc.
   - d. Developmental and health history
   - e. Previous school history
   - *f. Work history (if any)
   - g. Special interests
   - h. Recreation—clubs, social activities, etc.
   - i. Friends
   - j. Religion
   - k Educational plans
   - *l. Plans after leaving school
   - m. Pupil's suggestion for solution of his own problem
   - n. Preparation for the home visit

*6. Send out blank form requesting reports from other teachers

7. Look up complete school record in principal's office
8. Call at former schools if this seems advisable
9. Call at the home
   (Go over points listed under No. 5 in order to check up information given by pupil and get family's point of view)
10. Register case, if suitable, with social service exchange and consult agencies interested
11. Fill out the face sheet
12. Make a tentative diagnosis of the problem and plan for treatment
13. Confer with appropriate members of school staff and work out steps in co-operation on treatment

*These items refer particularly to cases of children doing departmental work, usually in the upper grades or in high school.

MONTHLY REPORT FORMS

The following two forms are used for visiting teachers' monthly reports. The first was used by the National Committee on Visiting Teachers during its demonstrations and has been adopted by a number of other centers. The second is a modified form providing for a simpler analysis of cases. See page 111.

MONTHLY REPORT OF VISITING TEACHER

NATIONAL COMMITTEE ON VISITING TEACHERS

_____ _____ _____

School City Visiting Teacher

I NUMERICAL SUMMARY OF CASES DURING MONTH: _____ 192

A *Regular Cases reported during the month:*

1 Cases continued from previous month _____

2 Cases transferred from other V. T. during month _____

3 Cases opened during month. (Details given under II below)

a New _____

b Reopened from previous year _____

c Reopened from current year _____

d Total opened during month _____
(Sum of a, b and c)

4 *Total Regular Cases carried during month* _____
(Sum of 1, 2 and 3)

B *Regular Cases discontinued:*

1 Closed as apparently adjusted _____

2 Left school _____

3 Moved (with no transfer of case) _____

4 Transferred to other local V. T. _____

5 Transferred to other agency _____

6 Closed as unadjusted (state special situation) _____

_____

_____

_____

7 *Total Regular Cases discontinued* _____
(Sum of 1, 2, 3, 4, 5 and 6)

C *Regular Cases continued to next month (A4 less B7)* _____

D *Special Cases opened during month* _____
(Not counted with Regular Cases)

E *Number of last Regular Case in previous month* _____

F *Number of last Regular Case for current month* _____

REMARKS: _____

_____

_____

_____192
Month

_____192
City

II ANALYSIS OF REGULAR CASES OPENED DURING CURRENT MONTH (See Item 1A-3)

A *Case Reported By:* (If any case is referred from two or more sources, count only first source)

1 *School*

a Superintendent _____

b Principal _____

c Teacher _____

d Child _____

e Other school authorities _____

f *Total* (Sum of a, b, c, d and e) _____

2 *Family or relatives* _____

3 *Social Work agencies* _____

4 *Other individuals or organizations* _____

5 *Total reported* (Sum of 1, 2, 3 and 4) _____

B *Reasons Given When Reported:* (When a case involves more than one reason of major importance, include each reason under the proper head. The total number of reasons may thus exceed the total number of cases.)

1 Scholarship _____

2 Behavior _____

3 Situation within the home _____

4 Miscellaneous (State reasons) _____

_____

_____

_____

5 *Total reasons given in reporting* (Sum of 1, 2, 3 and 4) _____

REMARKS: (*Note changing trend in A and B*)

_____

_____

_____192
Month

_____192
City

III ANALYSIS OF PROBLEMS FOUND BY V. T. IN REGULAR CASES CLOSED DURING THE MONTH AND IMPROVEMENT NOTED. (See Item I-B7) As some cases involve several problems the total problems may exceed the total cases. State after the number of Problems Found, the number of cases in which improvement was shown.

UNDERLYING PROBLEMS FOUND IN:	Problem Found	Improvement Shown
1 *Home*		
a Attitude of family toward child	____	____
b Attitude of family toward school	____	____
c Financial condition	____	____
d Broken home	____	____
e Poor social standards	____	____
f Unwholesome emotional atmosphere	____	____
g _____	____	____
h *Total* (Sum of a, b, c, d, e, f and g)	____	____
2 *School*		
a Previous school experience		
(1) Poor foundation	____	____
(2) Poor attendance	____	____
(3) Changes of school	____	____
(4) _____	____	____
b Present school situation		
(1) Unsuitable placement	____	____
(2) Attitude of school toward child	____	____
(3) Attitude of school toward family	____	____
(4) Facilities lacking for child's needs	____	____
(5) _____	____	____
c *Total* (Sum of a and b)	____	____
3 *Community*		
a Illegal employment of child	____	____
b Lack of recreational facilities	____	____
c Undesirable associates	____	____
d Unwholesome neighborhood conditions	____	____
e _____	____	____
f *Total* (Sum of a, b, c, d and e)	____	____
4 *Child Himself*		
a Mental Deviations		
(1) Subnormal	____	____
(2) Dull normal	____	____
(3) Superior	____	____
b Physical Conditions (contributory causes)		
(1) Definite physical defect	____	____
(2) Chronic conditions	____	____
(3) Temporary illness	____	____
c Personality Traits (Include child's unfavorable attitudes toward group, authority, himself.)		
(1) _____	____	____
(2) _____	____	____
(3) _____	____	____
(4) _____	____	____
(5) _____	____	____
(6) _____	____	____
d *Total* (Sum of a, b and c)	____	____
TOTAL Problems Found. (Sum of 1, 2, 3 and 4)	____	____

_____192
Month

_____192
City

IV COOPERATION GIVEN TO OR RECEIVED FROM OUTSIDE AGENCIES DURING MONTH (Such as family welfare agencies, clinics, settlements, playgrounds. Indicate *given* or *received* by corresponding initials)

A *On Case Work:*

Organization	Type of Cooperation

B *Other than Case Work:*

C *In connection with Local, State, County, or National Organizations:*

Organization	Type of Cooperation

V *Meetings Attended:* (Include those outside community)

Time	Place	Organization

_____192
Month

_____192
City

VI TALKS GIVEN:

Time	Place	Organization	Subject	No. Attending

VII SPECIAL WORK UNDERTAKEN:

VIII PROGRESS OF SPECIAL WORK PREVIOUSLY REPORTED:

IX NEW PLANS:

Signed: _____

Visiting Teacher

MONTHLY REPORT OF VISITING TEACHER

TO THE SUPERINTENDENT, P_____ PUBLIC SCHOOLS

_____	_____	_____
School	City	Visiting Teacher

I. NUMERICAL SUMMARY OF CASES DURING MONTH: _____ 192

A *Regular cases worked with during month:*

1 Cases continued from previous month _____

2 Cases transferred from other V. T. during month _____

3 Cases opened during month

a New _____

b Reopened from previous year _____

c Reopened from current year _____

d Total opened during month _____

4 Total Regular Cases carried during month _____

B *Regular Cases discontinued:*

1 Closed as apparently adjusted _____

2 Left school _____

3 Moved (with no transfer of case) _____

4 Transferred to other agency _____

5 Closed as unadjusted (state situation) _____

_____

_____

_____

6 Total Regular Cases discontinued _____

C *Regular Cases continued to next month (A4 less B6)* _____

D *Special Cases opened during month* _____
(Not counted with Regular Cases)

E *Number of last Regular Cases in previous month* _____

F *Number of last Regular Cases for current month* _____

II. ANALYSIS OF REGULAR CASES OPENED DURING MONTH

Case No.	Sex	Age	Grade	Reported By	Problem Reported	Problem Found
46	M	12	6B	Prin.	Home condition	Physical defect
47	M	7	1B	T	Immature Child	Overly apprehensive mother
48	M	8	2B	Prin.	Behavior	Little home discipline
49	M	11	4B	T	Scholarship immature child	Shielded at home
50	F	9	3B	T	Untruthfulness queer stories	Not yet determined

III COOPERATION WITH OUTSIDE AGENCIES DURING MONTH

Organization:

IV MEETINGS ATTENDED

V TALKS GIVEN

APPENDIX IV

LETTERS AND ANNOUNCEMENTS

The following are examples of the open letters or announcements referred to on page 93, which explain the purposes and functions of the visiting teacher and the kind of cases that should be referred to her. The first, it will be noted, is addressed by the visiting teacher herself to teachers, the second by a superintendent to principals, and the third jointly by the visiting teacher and principal to teachers.

September 22, 1927

To the Teachers of the Wilson School:

The Visiting Teacher Department is a part of your school and it is at your service. How can we make it fit into the school, to give the greatest help to the individual child and the teacher?

This is a new Department in this city, and as you watch the work and get a little better understanding of it through your contacts with the Visiting Teacher, perhaps you can offer helpful suggestions. The work will grow only as you recognize its needs.

The Department has been busy with special cases this month. Most of those have come through the Principal's office. As the year advances, the individual needs of your pupils will become more outstanding, and you will undoubtedly want to call in the Visiting Teacher to help make adjustments.

Any work, to be efficient, must have certain routine organization. For the purpose of clearing up points that have not been understood thoroughly I bring these to your attention:

1. Any teacher may report a case to the Visiting Teacher.

2. In reporting a case, *please* fill out the white card attached, or a similar one, which may be obtained from the Visiting Teacher's Office, Room No. 403. This card may be left in the Visiting Teacher's office any time. The Visiting Teacher will then have a personal talk with *you.*

3. Cases should be reported between 8:30 and 9:30 in the morning. If you are busy, or the Visiting Teacher is busy, you may make an appointment for later in the day and she will come to see you.

4. In order that the Visiting Teacher may obtain the best results with children, it is wise that she be known to them as a friend and adviser, who can help them understand their own difficulties. For this reason, please do not give the impression that the Visiting Teacher is a policeman or a disciplinary agent. Rather convey to the children that she is a person who can help them in difficulties which seem to them unusual.

5. In the Junior High School we have the Home rooms. It has seemed advisable that the Home room teacher take the responsibility of reporting a case to the Visiting Teacher. Any teacher having a pupil who should be brought to the attention of the Visiting Teacher ought first to discuss that case with the Home room teacher, to be sure that the case is one for the Visiting Teacher, for it is plain that if a boy is failing in English only and shows no other difficulties whatever, that he would not necessarily come to the Visiting Teacher because of retardation, although it would be wise to consult the Visiting Teacher about doubtful cases.

6. Cases should be reported at their earliest stage. Do not wait too long. A teacher should be on the lookout for unusual circumstances in the behavior of a child, which might cause serious maladjustments. It is well to remember here "An ounce of prevention is worth a pound of cure." One visit in the home may quickly adjust an unfortunate circumstance, if reported early enough.

7. The kind of cases that one should be on the lookout for are classroom problems, including

Lack of interest in progress or school work
Repeatedly troublesome conduct
Children of superior ability who would profit by special training
Especially nervous or erratic behavior

These are problems that the classroom teacher easily recognizes in their very incipiency.

Another group of cases are those of apparent adverse home conditions, or neglect, where the child comes to school dirty; where the parents are both working out of the home; where there is serious misunderstanding of the child or serious abuse.

Cases of suspected delinquency, stealing, psychopathic lying, or sex problems.

Children becoming dissatisfied with school, who are planning to leave.

The Pamphlet attached, "Some Exta-Curricular Problems of the Classroom," by Dr. Bernard Glueck, will be of interest to every classroom teacher. I hope that we may have a discussion on this sometime during the year.

Sincerely,

Visiting Teacher.

March 9, 1925

To the Principals,
——— City Public Schools.

Gentlemen:

The following is a statement concerning the work of the Visiting Teacher, which I will be glad to have you post on your bulletin board:

The Visiting Teacher Department was established in November, 1924, with its office in the W—— School. As you know, this Department was established with the cooperation of the National Committee on Visiting Teachers, under the Commonwealth Fund Program for the Prevention of Delinquency.

It is the Policy of the Department to do a piece of intensive work in one school district and that policy will again be carried out. However, this year it will be possible to extend this service to other schools more widely than last year, since the Department has a car which will facilitate getting around.

The primary purpose of the Visiting Teacher is to study the difficult behavior problems, the causes of failures and retardation, delinquency situations which may arise with adolescent youths, unfortunate home conditions, and the abilities of gifted children, in order to make readjustments which will give the child a chance to be a useful citizen and a happy school child.

If these types are analyzed further, they will fall into a classification such as follows:

1. School failures and retardation problems.
2. Cases of suspected delinquency, stealing, psychopathic lying, or sex problems.
3. Cases of adverse home conditions.
4. Cases of school dissatisfaction and desire to leave school prematurely.

In bringing a case to the attention of the Visiting Teacher, it is urged upon each one to remember that mental and social difficulties are parallel with physical trouble and that there are early symptoms of delinquency, mental diseases, or social maladjustments which can be detected by the alert teacher. Therefore, if the case is brought to the attention of the Visiting Teacher in its early stage, preventive measures may be used.

"THE TIME TO PREVENT ADULT CRIME IS DURING CHILDHOOD"

Office Hours every morning—8:30 to 9:30, W—— School. Telephone No.....

Yours very truly,

Superintendent of Schools

ANNOUNCEMENT TO TEACHERS IN Y.....SCHOOL

The visiting teacher will be at the school daily until about ten o'clock and would like to have referral cards sent to her at that time, or left in the file in the principal's office. She will then make an appointment for a personal talk with you.

Please do not refer a child to any other organization when he has been referred to the visiting teacher. This will save a duplication of effort.

When a case has been referred to the visiting teacher and unusual circumstances arise, please get in touch with her before any action is taken.

The work with unadjusted children is often extremely slow, so do not become discouraged if the child does not meet with your highest expectations at once. We are attempting to give the child his full chance for development—not just a temporary crutch.

It is better to tell the child's history and failure to the visiting teacher alone rather than in the presence of the child. He does not come to the visiting teacher for punishment, but for help. In order that the visiting teacher may obtain the best results with children it is wise that she should be known to them as a friend and adviser who can help them understand their own difficulties.

There is a box in the principal's office for any message or suggestions which you may wish to bring to the attention of the visiting teacher.

Below are listed types of problems which may properly be referred to the visiting teacher:

Classroom Problems

1. Poor work
2. Lack of interest and progress in school
3. Special scholarship handicap, such as failure in reading, etc.
4. Repeatedly troublesome conduct
5. Personality traits, such as sensitiveness, quarrelsomeness, feeling of inferiority or superiority, foreground child, and background child, etc.
6. Instability or excessive nervousness, or erratic behavior. The indifferent, neurotic, queer, or unsocial child, etc
7. Evidence of sex maladjustment

Apparent Adverse Home Conditions

1. Lack of cooperation with school
2. Financial condition
3. Unstable attitude in the home
4. Non-constructive supervision
5. Cases of apparent neglect
6. Cases where parents are both working out of the home; where there is serious misunderstanding of the child, or serious abuse.

Cases of Suspected Bad Companionship, Stealing, Lying, etc.

Children Known to Lack Wholesome Recreation

.....
Visiting Teacher

.....
Principal

APPENDIX V

TIME SCHEDULES

These schedules showing various distributions of the visiting teacher's time are meant to be merely suggestive. Such schedules must always vary, of course, in different school systems and under different circumstances. See pages 124, 125.

Sample Daily Schedules

(1)

8:30-10:00—Office hour, telephone calls, and conferences
10:00-11:00—Classroom visits
11:00-12:00—Calls at homes and agencies
1:00- 4:00—Home Calls
4:00- 5:00—Office hour—conferences and records or committee meetings.

(2)

8:30-10:00—Office hour
10:00-12:00—Visits to classrooms or homes or conferences with children
12:00- 1:00—Luncheon with teachers for informal conferences
3:00- 5:00—Observing children in group recreation or assisting them in working out their out-of-school problems

(3)

8:30- 9:30—Office hour, telephoning and interviews
9:30-12:00—Conferences with teachers and children
Conferences with school nurse and attendance officer
Visits to classrooms
1:00- 5:00—Visits to homes, social agencies, court, and other organizations

Schedule to show the distribution of work on different days of the week

Monday, Wednesday and Friday:
8:30-10:00—Office hour
10:00-12:00—Visits to classrooms and homes
12:00- 1:00—Luncheons with teachers for informal conferences
1:00- 5:00—Visits to classrooms and homes

Tuesday and Thursday:
Whole day free for visiting classes, homes, and agencies and for conferences with children.

Specimen Summary of Work for Week

Monday:
8:30- 9:30—Office hours for interviews
9:30-11:30—Calls at Harmon School for special classes and at attendance department
11:30-12:30—Conferences with children
12:30- 1:15—Conference with school nurse—lunch period
1:15- 4:00—Home calls, call at Court of Domestic Relations
7:30- 8:30—Visit to father to arrange for transfer of child to adjustment class in Harmon School

Tuesday:
8:30-10:00—Two children taken to Harmon School to be entered in ungraded class and in adjustment class
Interview principal regarding child studied by Department of Research

10:00-10:45—Interview with mother of new case
10:45-11:15—Interview with child and two of his teachers
11:15- 1:00—Home visits
1:30- 4:00—Classroom visits and interviews with children

Wednesday:
8:30- 9:30—Telephone and office interviews
9:30- 1:00—Helping to arrange school exhibit
1:00- 2:00—Luncheon with child's mother
2:00- 5:30—Visit to Children's Home with committee of social workers

Thursday:
8:30- 9:30—Office interviews and clerical work
9:30-12:00—Home calls
12:00-12:45—Luncheon interviews with teachers
12:45- 2:30—Conference with dental nurse, conferences with children
2:30- 4:30—Calls at Public Welfare Bureau, Court of Domestic Relations

Friday:
8:30-12:00—Attend Child Guidance Clinic with two children
1:00- 3:00—Visits to classrooms
3:00- 5:00—Work on visiting teacher records

APPENDIX VI

ANNUAL REPORT

The following annual report from a visiting teacher to a superintendent of schools and board of education is suggestive of the way in which the various phases of the work may be presented. See page 111.

REPORT OF VISITING TEACHER TO THE SUPERINTENDENT OF SCHOOLS AND MEMBERS OF THE BOARD OF EDUCATION FOR THE YEAR BEGINNING SEPTEMBER 5, 1927, AND ENDING JUNE 15, 1928.

I. THE AIMS OF THE VISITING TEACHER DEPARTMENT ARE:

1. To aid the problem child in making proper adjustment in school in order that he may give better service to society in adult life.
2. To prevent normal children from becoming problems by removing causes that lead to maladjustment.

From the above aims one can see that the work of the visiting teacher would be of a twofold nature, the major part of the work being case work, or helping the problem child to adjust. This is discussed in topic II.

The other phase of the work is sometimes spoken of as "Putting the visiting teacher's viewpoint across." It consists in helping teachers, parents, and people interested in schools and children to understand the work of the visiting teacher and methods they may use to help problem children and to prevent normal children from becoming problems. This is discussed in topic III.

The school population of ..... is so large that it is impossible for one visiting teacher to supervise all problem children. For that reason, it was necessary to limit referring of cases to certain schools. A consolidated district was preferred to districts scattered throughout the city because there would be fewer transfers and a larger case load could be carried. It has been the policy of the department to do follow-up work when cases were transferred to another school in the city but outside the visiting teacher schools.

II. CASE WORK

Case work consists of two types, regular and special cases. By a regular case, we mean that the person referring the case has made a statement of the problem and that the visiting teacher has gone through three definite steps, namely: investigation, diagnosis, and treatment. A regular case is usually followed during several months, being continued as long as the child is a problem unless the child moves out of the city. A special case is where some special service is rendered to the child but the case is usually not of long duration. You will note in the statistical report that the major part of the cases are regular.

Problems referred to the visiting teacher may be classified into seven groups: The first four are typical visiting teacher cases; in the fifth, the visiting teacher usually works in cooperation with the attendance officer; in the sixth, the visiting teacher works in cooperation with the nurse; and in the seventh, if the school has no department to look after the mentally deficient, the visiting teacher handles these cases. In ....., we have a department especially for that purpose so the visiting teacher has had few cases of that type and has worked with those cases in cooperation with the psychologist.

The following is a list of the different types of cases, what is included in each type, and an example of a case handled this year by the visiting teacher including a statement of the problem, investigation, diagnosis, treatment, and results. You will note that some of the cases present more than one of the problems suggested—that quite often occurs. In giving the example, I have tried to pick out the cases in which the underlying problem illustrated the type of case I was referring to.

1. *Scholarship Problem*

   A scholarship problem includes cases:

   a. Doing failing work for no apparent cause
   b. Classroom difficulties between teacher and pupil resulting in poor work
   c. New admissions who are unused to customs of school and not properly placed as to grade

d. Adjustments which require leaving school for work or a trade school
e. Dull mentality, not low enough for ungraded class
f. Superior children for whom the provision of the curriculum is not adequate

A case story illustrating scholarship problem:

Statement of Problem: A girl—Sr. 4 grade. Reported as not studious, doing very poor work

Investigation: Child has average ability, made the promotion in the first and second grades and then moved to another school, stayed there one year, and did good work. Coming back to the city school and entering the fourth grade, caused difficulty. She had repeated the Jr. 4 and was now repeating the Sr. 4. A list of grades made on these subjects is as follows: In the Jr. 4, "F" was made on all major subjects; when repeating the Jr. 4, she made 4 "F's" and 2 "E's" on the major subjects. First grades on the Sr. 4 were 6 "F's" in the major subjects.

Diagnosis: Due to the change in school the child found it difficult to adjust when coming back. It was found that the programs were quite different in the two schools. After failing and being blamed at home for it, the child became discouraged and was not putting forth any effort to make the grades.

Treatment: Talked with the child concerning her problem. Explained to her that I felt the difficulty had been caused by changing schools. Encouraged her to try and told her I felt sure she would be able to make up her back work in a few months. Explained to the parents that the child should not be blamed for failure but should be encouraged. Arranged for special help during the summer with a private tutor and some special help at home during the school year.

Results: As noted above, the case was opened when the child was repeating the 4 grade. The grades were: 4 "E's," 1 "D," and 1"F" in the major subjects. This semester she is doing much better work than she did in the Jr. 5th and about two weeks ago the teacher recommended that the case be dropped since the child was no longer a problem. The parents who were inclined to blame the school as well as the child for its difficulties, are now friendly with the school and the child who disliked school very much now enjoys going and has asked recently if she couldn't go to summer term.

2. *Behavior Problem*

Behavior problem includes the following cases:

a. General classroom annoyance
b. Resistance to authority
c. Wrong attitudes on part of teacher and pupil, leading to antagonism
d. Lack of self-control and other behavior causing a continued disturbance in the classroom

A case story illustrating the behavior problem:

Statement of Problem: Boy. Jr. 3 grade. 8 years of age. Has a violent temper, stubborn and rebellious. The day the case was referred, he had refused to obey the teacher and when told to go to the principal, refused, striking the teacher and falling on the floor in a fit of temper.

Investigation: School medical record indicated that his health and health habits were good. When becoming angry his hands and body would shake and showed a very high temper. He sometimes had his way at home by exhibiting his temper. Boy's attitude was antagonistic. He expressed himself by saying "School people just wanted to boss somebody because they thought they could." He could see no good reason for school discipline.

Diagnosis: The child's attitude was wrong due in part to home conditions and because none had ever explained how detrimental a temper would be to a person when older and how a person might be able to control it.

Treatment: Explained to the child why we had certain rules at school and why the teachers must require every child to obey. Illustrated to him by giving some examples showing that adults obeyed laws and that all laws were made for the benefit of the group as a whole. Explained what a high temper would do if he didn't learn to control his temper, and finally got him to ask how he could control his temper. Recommended that the teacher and parents not allow him to have his own way in a temper tantrum and to leave him unnoticed when possible.

Results: Child is making a definite effort to control his temper and he has a much better attitude toward school. Has never had a real outburst of temper since the first interview at school. His control of his temper at home has not improved as much as at school.

3. *Personality Problem*

Personality problem includes cases like the following:

a. Shyness
b. Exhibitionism
c. Inferiority
d. Withdrawn and unfriendly personailty
e. Lying
f. Stealing
g. Sex difficulties

A case story illustrating the personality problem:

Statement of Problem: John is in Sr. 6 grade and 13 years of age. Characterized by teacher as doing poor work, unstable, smoking, and making a general nuisance of himself in the classroom.

Investigation The youngest of three children, home condition is good, health condition good, failed in Jr. 4th and Sr. 6th grade and has average ability. John does good written work when he tries but his grades are low because he will not recite. He says he knows his lessons but forgets them when the teacher calls on him. If sent to the board to write spelling words, he will misspell nearly all of them but can solve problems on the board fairly well.

Diagnosis: The child feels that he is inferior to his classmates except in arithmetic. Confidence has been built up in this subject by the individual aid teacher as he has had work with her in arithmetic during the last semester. When asked to recite, he feels just as he described, he knows the material but becomes embarrassed and forgets what the answer is when asked to talk before the class. Trying to make up for the satisfaction he loses in the classroom through the difficulties of his studies, he misbehaves, often fighting with other children, smoking and doing other things of a like nature.

Treatment: The teacher took some of the best papers handed in by the class and read some of the answers. She read one of his papers. She then asked questions of him that would require only short answers. Doing other things of a similar nature, she was able to make the children feel that John could do the work and at the same time help him to gain self-confidence. The home was advised to use the same kind of methods and during my interviews with John, an effort was directed to encourage him and to make him feel that he could really do the work.

Results: Improvement in work and attitude has been noted. The case has been opened only about two months so that the child will probably not be adjusted until the close of the school year or perhaps the middle of next year.

4. *Home Conditions*

Home conditions include cases:

a. Poverty
b. Broken homes

c. Antagonism between members of family

d. Any physical or psychological condition in the home that reacts unfavorably on the child.

In looking over the home conditions of the regular cases worked with this year, I find 25 broken homes; 15 of these homes were broken by divorce, 5 by death, and 5 children are adopted. Of the 15 homes broken by divorce, 4 of the children are living with their mother and stepfather; 4 children living with their father and stepmother; 5 children living with their mother and 2 living with relatives. Of the 5 homes broken by death, in 3 cases the father is dead and the children are living with their mothers; in one case the mother is dead and the child is living with relatives.

Other than broken homes, we have many other cases where home conditions are responsible as you will probably note in the number of cases included in home conditions. The following case illustrated a home condition where both parents are living but the condition existing in the home is not favorable to good school work.

Problem Stated: Mary, aged 13, in the Sr. 6 grade, is doing failing work, has a poor work attitude, listless both in the school room and on the playground. The other girls are indifferent to her and she usually spends most of her time alone. Arithmetic seems to be her main difficulty. Comes to school without washing her teeth or eating her breakfast.

Investigation: Mary has normal ability, lives in a well furnished bungalow and the parents are very much interested in her. They require her to study from two to three hours every evening. She is drilled on the multiplication tables at every meal and her school work, especially the matter of failing, is a topic of conversation. She has a brother two years of age. Her health is all right at present, earlier she had been quite ill with heart trouble.

Diagnosis: At the first glance this case appears to be a scholarship problem, but if we ask why Mary is a scholarship problem it naturally reverts to the home. Mary has normal ability and should be able to do her work at school. Because of illness earlier she had made some low grades. This was discouraging, especially when the home took the attitude that Mary was not studying enough. Mary has been required to work at home until she is so disgusted with school work that she feels the need of rest and relaxation. That explains the reason why she is listless and has a poor work attitude in the school room.

Treatment: Asked the parents not to require Mary to do studying at home but to encourage her to join a girl scout group or Y. W. C. A. girl reserve. Also suggested to the mother that she encourage Mary to eat breakfast and to follow correct health habits. The teacher put forth a special effort to praise Mary for her good work and at my weekly interviews I attempted to change Mary's attitude toward school and toward bad health habits.

Results: In six weeks Mary had raised her grades twelve points. Arithmetic, the subject she was failing in, was raised to a "D." Her attitude was much better and the girls were glad to have her on their ball team. She has been eating breakfast but is still careless about her teeth.

5. *Special Attendance Problem*

Special attendance problems include:

a. Truancy or irregular attendance based on some condition in the home or school that can be corrected only on a case work basis.

b. Children who do not come within the range of the law, as over 16 years of age and kindergarten.

The Visiting Teacher often cooperates with the Attendance Officer with the special type of attendance case, the Attendance Officer using his influence to bring the child to school and the Visiting Teacher trying to change the attitude of the child or family toward school.

The following illustrates a special attendance problem:

Statement of Problem: Oldest child in the family reported as a behavior and scholarship problem. All of the children in the family had been out of school most of the first semester because of illness.

Investigation: I found that the children had always attended school irregularly, that the family were renters, they moved often, sometimes moving three or four times during the year. The parents do not exert themselves to keep the children in school and it is quite evident that they are often kept out when they are really able to come. The parents have, however, always been able to give a lawful excuse so that it was impossible to handle the case through the court. The child had average ability.

Diagnosis: That the scholarship and behavior problem had been brought about by poor attendance, that this attendance had been due to the attitude of the children and the parents toward school, that it would be necessary to change the attitude of this family before we could expect good attendance, and that we could not expect good behavior and scholarship until the attendance had been improved.

Treatment: By the case work method, attempted to change the attitude of the boy and family so they would want to come to school and that the children would stay out only when absolutely necessary.

Results: The attendance of all the children improved. Of this particular case, the attendance was as follows: For the spring semester of 1926, was absent 40½ days; the fall semester of 1926, he was absent 11½ days. Case was taken at the beginning of the spring semester of 1927, he was absent 1 day; the fall semester, absent 3 days. The present semester he is attending school regularly and doing good work. The grades in the major subjects are as follows: Spring, 1926, 6 "F's;" Fall, 1926, 5 "F's" and 1 "D;" Spring, 1927, 4 "D's" and 2 "C's;" Fall, 1927, 5 "D's" and 1 "E." The most important effect on this child has been the change in his attitude and ideals toward school. This, of course, cannot be measured as grades and attendance.

6. *Special Health Problem*

a. Special health problems include health conditions that cause maladjustment in school that are not taken care of by other school facilities.

b. Cooperation with the nurse to obtain parents' cooperation with the school in promoting health and health habits.

A case illustrating a special health problem:

Statement of Problem: A girl in the Jr. 2, a chronic repeater and doing failing work, inattentive in classroom.

Investigation: Shows that this girl is physically inactive and weak. That she faints at the least disturbance, is undernourished, a mouth breather, and is a little below average mentally.

Diagnosis: Since this child has below average ability, she must have good health and health habits as well as other favorable environment in order to make the grade. The mother knew that the child was underweight, was not careful about the diet but because the child was able to play and never complained, the mother felt that the health condition was not important.

Treatment: The health condition was approached from the scholarship standpoint. The mother was very much interested in seeing that the child did good work. When told that the child's difficulty was partly due to undernourishment, she consented to see a doctor. He prescribed a diet and the child improved for two months, then we noticed the child was lapsing again and found that the mother was becoming careless about the diet. About that time the nurse had organized a nutrition class for the underweight children and this mother was persuaded to attend. With the

nurse and myself both working, we have been able to keep the mother interested in correct diet.

Results: The child is much more active and is trying harder in school but is not up to standard in her work. We think it is possible, however, when her health has improved sufficiently, that she will be able to do average work. We hope this may be brought about during the next year.

7. *Mental Deficiency Problem*

a. Mental deficiency includes the lower grades of intelligence—those that cannot meet the requirements of the regular course of study.

As noted above, the work of the problems of mental deficiency in ..... is taken care of in another department. Sometimes it is very difficult to know whether a child is mentally deficient or presenting another problem. Some cases are reported and later we find that the underlying cause is mental deficiency. In that case the psychologist and I work together to obtain the desired results, the results usually being an adjustment in either a special class or in a state school.

The following illustrates such a case:

Statement of Problem: A girl, 8 years of age, was reported as doing poor school work and causing trouble in the classroom. She was unable to conform to the classroom discipline and seemed unable to concentrate on any subject very long. Teacher was not sure why she was causing so much trouble.

Investigation: Visited the home. Mother did not seem to think that the child was different from her other children at home and was unable to understand the little girl. Since the child did not respond normally to my first interview, I asked for a mental test. This indicated that the child was very low mentally and would be unable to do the work in the public schools or in the special class of the public schools..

Treatment: The psychologist, principal, teacher, and I combined our efforts to try to make the parents see that the child would never be able to do school work and to make arrangements to send the child to a state school. Mother is visiting the school regularly and is helping to improve the child's behavior since we have agreed that the child may stay in the school until the close of this semester.

Results: The child has improved in behavior but we will not consider the results satisfactory unless we are able at the close of this semester to persuade the parents to send the child to a state school.

III. STATISTICAL REPORT OF CASES

Eighteen cases carried over from last year were closed after one or two interviews as they had apparently adjusted. They are not counted in this year's report.

The number of regular cases reported by schools was 90.

The number of regular cases through recommendation of superintendent in other schools was 11, making the total of regular cases 101.

Regular case classification by grades:

Jr. Kindergarten	0
Sr. Kindergarten.	2
Jr. First	5
Sr. First	3
Jr. Second	6
Sr. Second	8
Jr. Third	5
Sr. Third	4
Jr. Fourth	11

Regular case classification by grades: (continued)

Sr. Fourth	10
Jr. Fifth	12
Sr. Fifth	11
Jr. Sixth	15
Sr. Sixth	7
Jr. High	2
	101

Classification of regular cases by sex:

Boys	77	Girls	24

Classification of regular cases according to underlying problems:

Scholarship	55
Behavior	50
Personality	32
Home Conditions	40
Special Attendance	9
Special Health	10
Mental Deficiency	5
Total.	201*

*The number of problems exceeds the number of cases because a case often presents two or three underlying problems.

Eight special cases were reported during the year.

IV. EDUCATING THE PUBLIC TO THE VISITING TEACHER'S POINT OF VIEW

A. *Teachers' Class*

The teachers' class met for the first time October 19th. They have met 15 times including 30 hours of class work. This class was conducted on Saturday mornings.

B. Seven case stories were written, their purpose being to give the teacher a better understanding of certain types of problem children she would be likely to find in her classroom. The cause of the problem was usually stated and suggestions offered to overcome it. The stories were as follows:

1. Do You Have John in Your Room?

   This case showed how a child often plays for attention in the room by misbehaving.

2. Report Card Day

   Illustrates the effect of low grades upon a certain type of child.

3. Dorothy's Dreams

   A story of a child who has a vivid imagination which has been directed in the wrong way.

4. First Aid to Bashful Beth

   Illustration of maladjustment to a city school system due to living in the country and moving to the city during the adolescent period.

5. Are You Interested in Lazy Children?

   Case story of a child who had tuberculosis and who was diagnosed as being lazy.

6. The Classroom Actor

   The story of a "Show-Off."

7. "Red"

Case story of a boy with red hair—illustrates the effect of appearance on behavior.

C. Six meetings were held during the midyear teachers' institute for the purpose of helping teachers to understand problem children better and to explain that there is always a reason for abnormal behavior and that if we understand that reason we will be able to handle the problem better. These meetings included all of the elementary teachers. The discussion was grouped around the following:

1. That there are two things necessary for a teacher to be a success
   a. A knowledge of subject matter and method of presenting it
   b. Sympathetic understanding of children
2. How to acquire a sympathetic understanding of children
   a. Home visits
   b. Visits with parents at school
   c. A study of our own behavior under certain circumstances
3. Case stories showing type of problems the teacher would be very likely to meet the next semester
   a. James—scholarship and behavior problem
   b. Mary—a personality problem. Due to timidity
   c. Jane—home conditions showing poverty and neglect
   d. Elizabeth—stealing
   e. Robert—lying
   f. John—temper tantrums
   g. Harry—scholarship

D. Literature and Posters

During the N——— Teachers' Institute, literature pertaining to the Visiting Teacher Work and the problem child was on exhibit. Free pamphlets were distributed to teachers and school officials. A list of the names of the people who wanted to be placed on the mailing list was made. During the two days of the meeting information and literature concerning the visiting teacher work was given. Posters illustrating the different phases of the work were on exhibit. At different times during the school year similar literature has been placed in the city schools for the use of teachers and principals.

E. Reports to the Superintendent.

Since it is the privilege and duty of the members of the Board of Education and Superintendent of Schools to know about the work of every department in the school system, the Visiting Teacher has attempted to explain her work by making statistical reports for each month and writing up some phase of the work. The different phases of work used for reports are as follows:

1. Case story showing the work of Visiting Teacher in adjusting a child that had entered school unsocialized, due to previous environment.
2. Special types of problem children and case story of each type.
3. Record of case on Visiting Teacher record form to show how the study of a child is made.
4. Case story of a scholarship and behavior problem.
5. Case story of an unusual scholarship problem.
6 A day with the Visiting Teacher, showing work done by Visiting Teacher for one day.
7. Notes from class in Visiting Teacher Methods.

V. RECOMMENDATIONS

The two main difficulties met by the visiting teacher are the problem of transportation and the quantity of work. Due to the nature of work and necessity of going to

many different places during a day (as was pointed out in April report to the Superintendent) much time would be saved by better transportation. More cases could be supervised and home visits would not be delayed after the first interview with the child as is often necessary at present.

It is quite evident with a city this size and a school population of 15,000 that the department needs a larger staff. I think it would be well to keep this recommendation in mind to enlarge the staff as soon as funds will permit.

One of the best ways to help teachers to understand problem children better is to place literature and posters in the schools so that they will have a chance to read and discuss them at meetings. This year some of this work was done by using the free pamphlets and some of my personal books and magazines. If a small library was started I think arrangements could be made so that books could be placed in the different schools during the year, thereby making it possible for many of the teachers and principals to be able to read them. A list of magazines, posters, and books was placed on the requisition for this purpose.

If it were possible for teachers to receive college credit on a course conducted as the course in Visiting Teacher Methods was conducted this year, there would be an incentive for greater number of teachers to take advantage of the course. It might be possible to do this by offering it as an extension course of the university or connecting it with a local college.

Respectfully submitted,

Visiting Teacher

APPENDIX VII

BIBLIOGRAPHY ON VISITING TEACHER WORK

STUDIES

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APPENDIX VIII

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Richmond, Mary. *What is Social Case Work?* New York, Russell Sage Foundation, 1922.

Spencer, Anna G. *The Family and Its Members.* Philadelphia, Lippincott, 1923.

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Burnham, William H. Success and Failure as Conditions of Mental Health.

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Glueck, Bernard. Extra Curricular Problems of the Classroom.

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Miller, H. Crichton. Psychoanalysis and the School.

Richards, Esther. The Elementary School and the Individual Child.
Taft, Jessie. Problems of Social Case Work With Children.
Taft, Jessie. The Relation of the School to the Mental Health of the Average Child.
White, William A. Childhood; The Golden Period for Mental Hygiene.
Wile, Ira S. Laziness in School Children.

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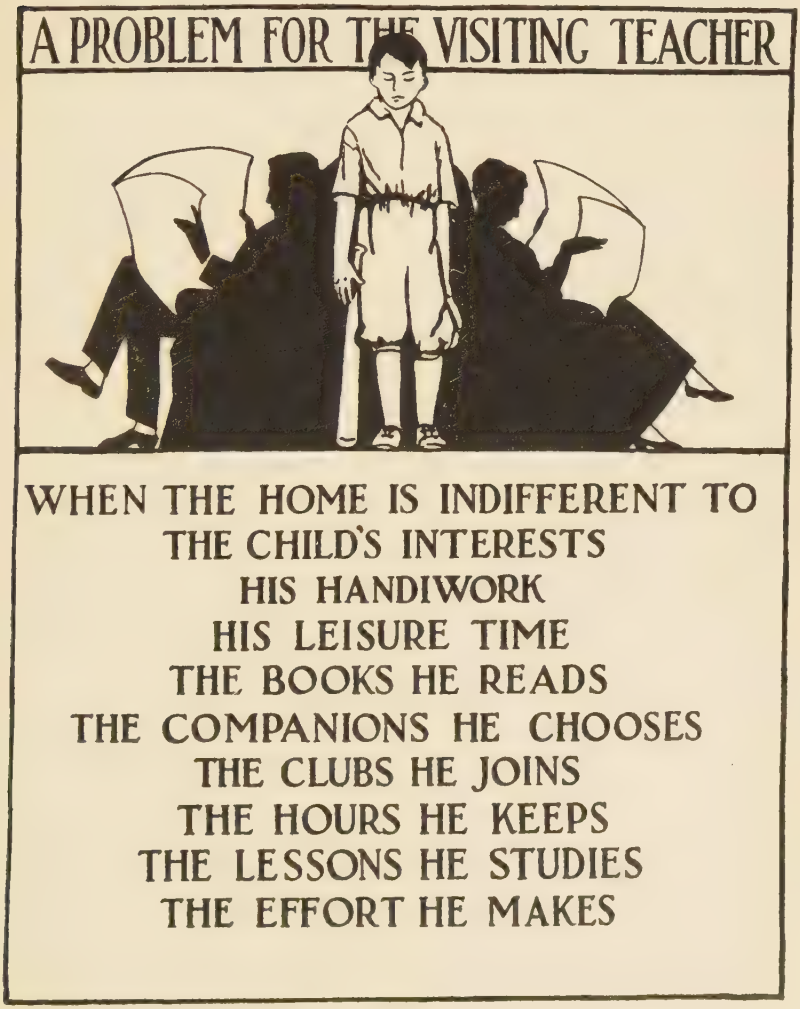
APPENDIX IX

POSTERS

The National Committee on Visiting Teachers has available a set of posters, one of which is reproduced below and two others in the bulletin in Appendix X, suggesting ways in which the visiting teacher helps to solve various individual and school problems. These posters may be purchased or borrowed for special occasions. See page 136.



APPENDIX X

BULLETIN

This is a reproduction of a four-page school bulletin, one issue of which was devoted to the visiting teacher's work. It is a sample of the type of bulletin found useful in explaining the work to parents, teachers, community workers, and interested citizens, as discussed on page 135.

OUR SCHOOLS TODAY

THE VISITING TEACHER

Coatesville, Pa. Published monthly to give the people of Coatesville a better knowledge of their schools. March, 1926

Visiting Teacher Tries To Help And Understand Problem Child in School

Give Special Attention To Boys And Girls Who Are Failing In Studies

SECURES COOPERATION OF PARENTS, TEACHERS AND COMMUNITY

THE CHILD who won't play or work with his comrades, or who is irritatingly over-active in work and play; who appears indifferent to the good opinion of others, or over-eager for it; who is constantly failing in his lessons; who makes himself a storm-center for lying, stealing and other misconduct in school and out:— What are we to do with him? Shall we—

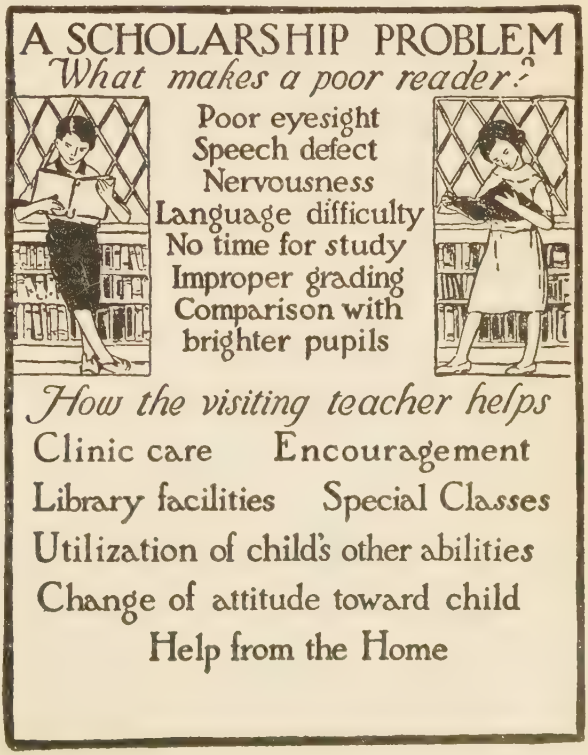
Punish him?
Scold him?
Force him to do what we say?
or—
Try to understand him?

The visiting teacher tries to understand the problem child in school and helps him to grow into a normal, healthy and useful person in the community where he lives. Her special attention is given to the boy or girl who is failing in school work or who is falling into wrong ways of behavior. She also lends a helping hand to the unhappy child who needs friendship and guidance.

She always tries to find out the reason for failures in school and secures the cooperation of parents and teacher to put the child on the road to success. She recognizes the fact that the eighteen hours of each day spent outside of the school have a vital influence on the child's health, character and school progress. Thus, she secures the help of the Y. M. C. A., Y. W. C. A., the church and other community welfare organigations to give the boy or girl every opportunity to become a good citizen.

The visiting teacher is especially fitted to help the problem child in school because she has had experience in social work as well as teaching, and because she has acquired a greater understanding of childhood.

Coatesville was one of thirty American cities in which visiting teacher work was started in 1923, under the guidance of the National Committee of Visiting Teachers, financed largely by the Commonwealth Fund.



SNAPSHOTS OF VISITING TEACHER ACTIVITIES ILLUSTRATE WORK DONE IN COATESVILLE

Stories Given Show How Boys and Girls In School Here Have Been Helped

Discouragement and a Helping Hand

James had quit school in his Senior year. His work and interest were espeically good. Teachers did not know why he had quit so suddenly when he had so promising a future. The visiting teacher called at the home and found that James was merely trying to do his manly bit of shouldering his responsibility as the oldest of the family of eight children. The father had been sick, and there had been a shortage of work at the mill, and the family finances were low. James was much discouraged, and at first had little hope that the visiting teacher could help the situation. But when an after-school job was found that enabled him to pay his own way and help a little at home, too, he returned to school with renewed courage. Before his graduation in June, his good work and ability recommended him to a business position beyond his dreams and he now has a future before him.

Failure Turned To Success

Tom was a new boy in our school, and soon made his teacher wish he had stayed where he came from. His mischief and tricks kept the class in an uproar, and he showed no interest in any lesson. It needed only a short acquaintance with the boy to discover his trouble. He was a big boy, older than the other children of the class, and he could not read. He was very much ashamed of this, but put on a brave front by creating as much fun and mischief as he could. It was found that a sickly childhood had hindered his early progress, and when he found himself kept back with the "babies" because he could not read, he himself had decided he was a "dummy" and could never learn. It did not help matters any that his younger sister was bright and quick, and two grades ahead of him, nor that at home he was twitted and teased about this, until he became irritable and "scrappy" with the whole family. Tom had already labelled himself a failure and was sure there was no use trying to be anything else.

What the Visiting Teacher Did

The visiting teacher enlisted the sympathy and understanding of his teacher in school. She explained Tom's school troubles to his parents and asked that he be helped with praise and encouragement. She also encouraged the boy to believe in himself. This was not easy. He had to be shown that all of success is not held within the covers of a book. There were many things he could do better than anyone else.

With the extra help of his interested teacher, the long hard task of teaching a thirteen year old boy to read began. He had to begin almost at the beginning. The kind patience of his teacher, along with the help of his mother at home, and the constant personal encouragement of the visiting teacher began to show results. At the end of the term, Tom had advanced to the fourth reader, was interested so that he was attempting to read library books, when formerly he had hated a book. He was advanced to the next grade and placed with a group of boys and girls more nearly his own age. And best of all, he now believes in himself, and is ready to try anything.

Nobody's Child

Jack was a street child, seeming really to belong to nobody. His mother died when he was a baby and the relatives with whom he lived were kept busy providing for their own children and did not care what happened to Jack. His dilapidated appearance led to the discovery of these conditions.

He was often so dirty and half-clad that only the teacher's tactfulness kept other children from making an outcast of him He was a funny, happy, little fellow, picking up his meals anywhere, and playing in

What Visiting Teacher Does For Problem Children

Plans special teaching or coaching in school. May suggest change in class to meet peculiar needs of the child.

Suggests special attention of school nurse when there is need of glasses, dental care, or where there is generally lowered health.

Secures cooperation of home with school to give child better sleeping hours, good food, and more wholesome habits.

Enlists aid of community health and welfare organizations to help the child.

the street until darkness and loneliness forced him home.

Although only nine years of age when the visiting teacher first knew him, he had slept one or two nights outdoors and had done some small thieving. It seemed certain that the home conditions could not be improved—Jack was not wanted and they did not care what happened to him.

At school the teachers made up for this lack of care and affection as much as possible, for love is as necessary to children as sunlight is to a growing plant. Finally, after much effort and search, a good home was found for him where he is thriving and growing happily into useful boyhood.

The visiting teacher acts as the connecting link between home, school and community.

All Work and No Play

"Miss A, I wish you could get acquainted with Ned and see if you can discover what is the matter with him," a teacher said one morning as we met in the hall. "He is just doing nothing in class and he is so irritable and ugly with everyone, we hate to see him come in."

Getting acquainted was not a difficult matter, for Ned was as much troubled as his teacher with his lesson failures, and we soon had his whole story.

Ned's working day began at 7.30 A. M. when he reported to the shop where his father had apprenticed him after the fashion of bygone days. He continued this apprentice work after his school day and far on into the evening. Ned was a tired boy when he came to school at 9 o'clock. Saturday was his longest day.

No Time for Play

When did he play?—Never. Sometimes, but not often, he could go to the movies. He was interested in his trade and thought he would like to follow it; but he was also ambitious to go through high school and he knew that his present class work would never get him there.

His parents were well to do, so it was not for the money that he had to work. Nor was it a cruel, hard father. There was sorrow in the home because of the waywardness of an older brother who had fallen into the companionship of a street loafing gang and finally had been taken away to a corrective home for some wrong doing. The parents were saving Ned from such danger by keeping him so busy that he really had insufficient sleep and no time for play or school work.

Working Hours Shortened

What could the visiting teacher do? First, through winning the confidence of Ned and his parents, she was able to show how their plan was harmful to the lad. She next reminded his employer that he was violating the child labor law and planned with him that Ned's working hours should be shortened. This gave some play time, and for wholesome recreation she directed his steps to the Y. M. C. A. where he could have the use of the gymnasium, the swimming pool, etc., all under the best possible environment.

Results: Ned is now an eager and ambitious student in the High School with a determination to make the most of his opportunities. He turns to the Y and its associations for his friendships and recreations. His parents' confidence and pride in him are growing, with no further anxiety lest he fall into the steps of his older brother.

Do Clothes Make The Man?

Not quite, but can a child be happy, self-respecting, or take his place in the group if he is dirty, ragged, and unkempt?

Douglas was always dirty, always ragged, and seemed to hate himself, his teachers and his classmates. He slouched into the room, slumped down into a back seat as if wanting to hide himself, and would never recite or do anything that brought him into attention. All his written work looked like unto himself—slovenly and careless, the papers soiled from his hands and clothing.

One day when the visiting teacher saw a flash of response to one little word of praise his teacher gave him for some thing that was not so poor as usual, she determined to try something. Without letting anyone know, she had a nice woolen sweater like the other boys were wearing, two pretty shirts and an attractive tie sent from the store. The effect was almost magical. Douglas came to school the following Monday, looking a different boy, so scrubbed and fresh looking, shoes brushed, hair gleaming with the water that smoothed it down. No one before had realized how handsome a lad he was.

Clothes certainly made the man in Douglas—he lived right up to the clean blouse and decent looking sweater. His expression changed, he walked erectly, and faced his world with courage. It needed only the tactfully given word of praise from his teacher to finish the job. He dug into his spelling and arithmetic with a vim and a determination that soon brought him up to a self-respecting place in the class group.

Family Is Helped

Everybody knew of the troubles of the Jones family. Many children, much sickness, and poor management in the home were reflected in school by poor attendance and the arrest of parents and fines imposed; poor lessons and no promotions; hopelessness and disinterest of the children in themselves or school. Two big over-grown boys in the third grade made no effort to be successful because it seemed no use.

Long continued visits to the home and personal attention and interest in the children brought a change. Parents gave more thought and attention to their children's needs. A clinic and hospital services were enlisted; glasses were procured for a half blind child; milk and better food was planned; attendance became more regular and the children's interest and pride in themselves was awakened. Class work and report grades improved until there was no further question of promotion. It was their first taste of being successful, and we hope that a self-respect has developed which will go with them into their work in life.

MISS MARY WOLFF VISITING TEACHER IN COATESVILLE SCHOOLS SINCE SEPTEMBER 1923

Has Given Special Attention To 300 Children—Makes Visits To Homes

Miss Mary Wolff came to Coatesville in September, 1923, as the first visiting teacher here and has been in charge of the work since that time.

Her activities have been confined mostly to the elementary grades. During the last two and a half years she has given special attention to about 300 children. Many others have been helped in a passing way by a word of advice or encouragement, or by a suggestion to the school.

Visits Many Homes

Amout fifty or sixty cases are handled each month. The visiting teacher is constantly studying the child in school and also makes many visits to the homes to enlist greater cooperation of parents when necessary.

There has been no restriction on the visiting teacher's working day. Sometimes she has seemed almost like the family doctor—always on call.

Children Improve In Studies

That the results of her work have been successful is proved by the fact that many children under her care have improved in their class work and have been promoted when they otherwise would probably have failed. Very few of the boys and girls in the visiting teacher group have had to repeat their grade.

Through the personal interest and friendship of the visiting teacher several children have been turned from the paths of crime, better home care has been provided and more wholesome habits of play have been developed.

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